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ABSTRACT

The final technical report of the Great Lakes Regional Resource Center summarizes special education activities in five major areas: state program development, educational appraisal, educational programing, sharing resources, and project accountability and administration. Explained are project goals of enhancing development, demonstration, implementation, and documentation in Indiana, Michigan, Minnesota, and Wisconsin. Described are methods used to accomplish center goals including technical assistance, training workshops, production and dissemination of documents and relevant audio-visual materials, development of trainers of trainers, evaluation consulting teams, and contracts for direct appraisal and programing for handicapped children. Among activities reported are model demonstrations of nondiscriminatory appraisal and programing for the emotionally disturbed, the autistic, and the profoundly impaired; training workshops on hearing procedures; nondiscriminatory assessment; differentiation between learning disabled and emotionally impaired students; prescriptive programing; and development of exemplary procedures for appraisal and programing. It is concluded that the four states were assisted to develop competencies and enhance awareness in order to strengthen their abilities to fulfill state and federal legislative requirements for appropriate educational appraisal and programing for handicapped children. (Author/DB)

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FINAL TECHNICAL REPORT

Great Lakes Area Regional Resource Center
Wisconsin Department of Public Instruction
Madison, Wisconsin

June 1, 1974 Through May 31, 1977

Project No. 450AH70006
Contract No. OEC-0-74-7900

August 31, 1977

U.S. Department of Health, Education, And
Welfare---Office of Education---Bureau of
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EC104157

FINAL TECHNICAL REPORT: GLARRC

ABSTRACT

The Great Lakes Regional Resource Center (GLARRC) fulfilled the expectations of four states -- Indiana, Michigan, Minnesota, and Wisconsin -- to enhance development, demonstration, implementation, and documentation in each state for appropriate educational appraisal and programming.

Methods utilized to accomplish these goals were: technical assistance; training workshops; production and dissemination of documents and relevant audio-visual materials; development of trainers of trainers; evaluation consulting teams; and contracts for direct appraisal and programming for handicapped children.

Included in GLARRC's activities were:

- Model demonstrations of nondiscriminatory appraisal and programming for the emotionally disturbed, the autistic, the profoundly impaired.
- Training workshops on hearing procedures, nondiscriminatory assessment, and differentiation between learning disabled and the emotionally impaired students
- Prescriptive programming
- Development of exemplary procedures for appraisal and programming
- Development of procedures for securing awareness of appraisal and programming consultation for parents, teachers, educational service personnel, and administrators
- Cooperative endeavors with the Area Learning Resource Center
- Administrative actions to meet the contractual obligations of the project, as well as the fiscal monitoring, planning, reporting, documentation, and coordinating efforts of all four states, the Central Office, CORRC, and USOE/BEH/LRB

The states were assisted to develop competencies and enhance awareness in order to strengthen their abilities to fulfill state and federal legislative requirements for appropriate educational appraisal and programming for handicapped children.

Project No. 450AH70006
Contract No. OEC-0-74-7900

Final Technical Report of Great Lakes Area Regional Resource Center

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Project Director

Wisconsin Department of Public Instruction

Madison, Wisconsin

August 31, 1977

This project reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION AND WELFARE
Office of Education
Bureau of Education for the Handicapped

PREFACE

Each of the four states, in GLARRC Region 6, Indiana, Michigan, Minnesota, and Wisconsin,* chose those activities that would serve handicapped children more effectively in their respective states. This was done because of the states' strong belief in autonomy regarding public education; each state deemed it imperative that the control and operation of education activities should remain in their own educational divisions.

State needs and plans were emphasized when developing the submitted proposals which were subsequently funded.

The four states firmly believed that each of them, prior to the obtaining of funds for the Regional Resource Centers, was offering programs that other states might have desired to emulate. They indicated that the resources of GLARRC were best used to further excellence that already existed.

Representatives of the SEA, LEA, University staff, parents, and the private sector of education all contributed in making the efforts of GLARRC successful. Cooperative assistance was given by staff from CORRC to achieve the goals established by USOE/BEH/LRB for the Resource Centers.

The inability of USOE/BEH/LRB to process promptly GLARRC's proposals, contracts, and work changes hampered the delivery of services and the accomplishment of activities. Although CORRC had agreed to process materials and provided computer printouts, these were not always completed in time for punctual reporting to USOE/BEH/LRB.

Even with the above difficulties the project must be considered successful because of the legacy of documents, training and awareness that were produced and made possible in each state. These have had a continuing beneficial effect on state educational plans and programs for handicapped persons.

*See Charts A and B for administrative organization

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ORGANIZATION

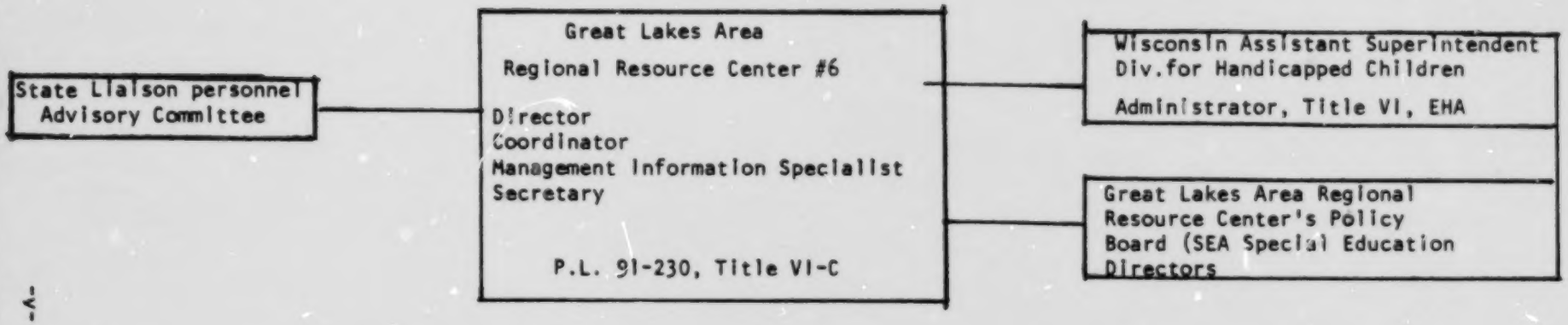

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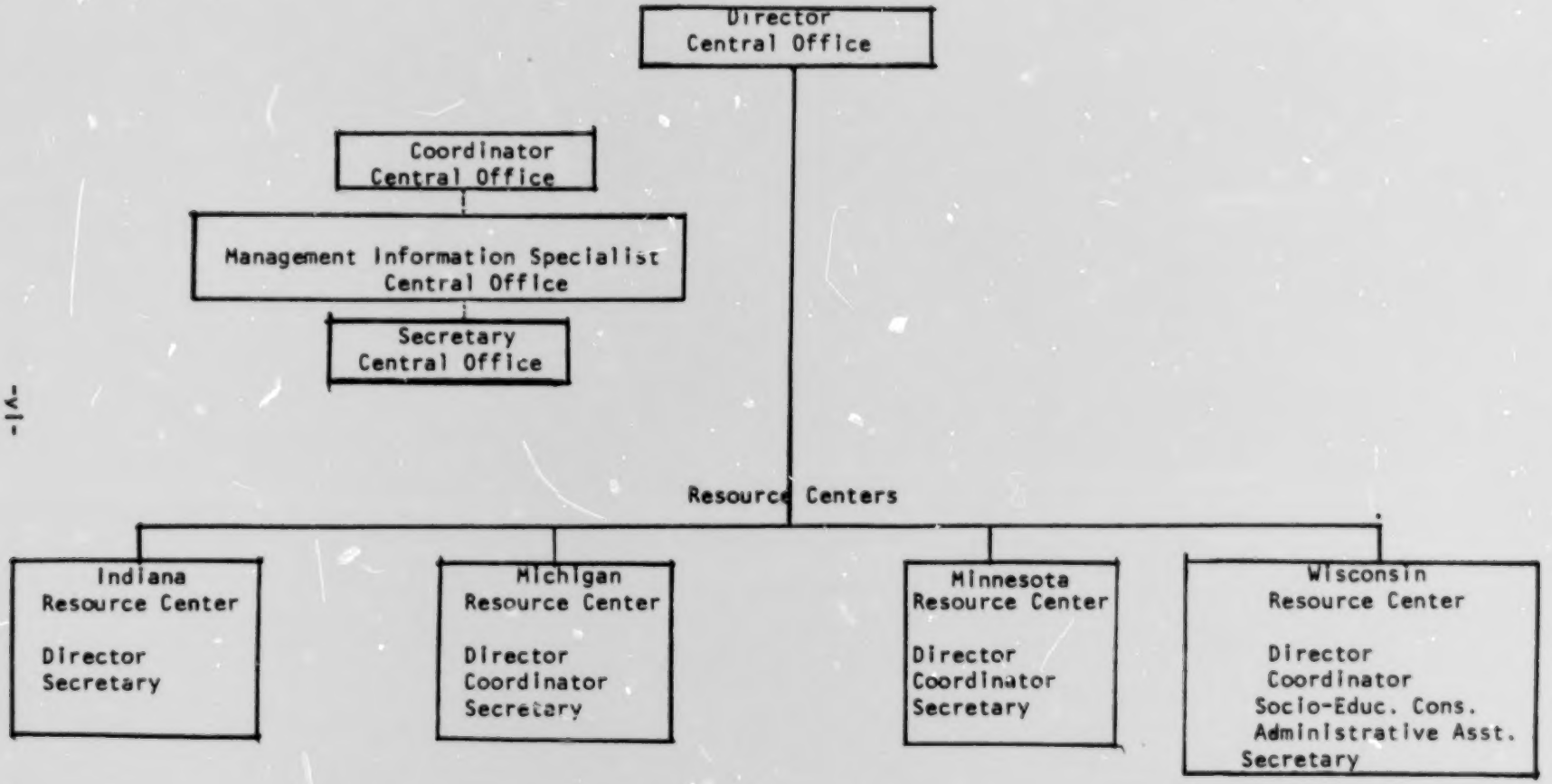
CHART A

CHART B

Great Lakes Area Regional Resource Center #6



Area 1

State Program Development

Workscope Elements

1A Temporary support of experimental or demonstration models for appraisal and programming.

1B Temporary support of SEA appraisal and programming staff.

1C RRC-conduced demonstrations of appraisal and programming.

1D Technical assistance via consultation, workshops, and dissemination of appraisal and programming procedures and instruments.

1E Stimulating and/or developing intrastate and state capacity for child appraisal and educational programming.

Area I: State Program Development

GLARRC-Indiana

Element IA: Temporary support of experimental or demonstration models for appraisal and programming

Introduction: Beginning in September, 1975, efforts in this element were concentrated upon providing temporary financial support for three demonstration models located in Gary, Lafayette, and Madison.

Major Activities:

Significant emotional, social, and achievement gains have been noted in the children who are included in the Gary Project, "Special Program for Emotionally Disturbed and Multiply Handicapped Children: Learning Occurs Very Easily" (L.O.V.E.). The project provided for continuing reassessment and resulting individual educational programming. Particular focus was centered on task analysis, positive reinforcement, behavior management, and shaping. Various life experiences were part of the programmatic structure.

The stipulated objectives for the Gary demonstration model were determined by:

Assessment of each child by a "multidisciplinary team" utilizing nonstandardized materials and techniques in the areas of language development, self-help skills, social behavior, academic skills, and gross and fine motor development

Observation and charting of behavior by a behavioral specialist, as well as video-taping, of handicapped children to obtain response behavioral records

Development and implementation of an individualized educational program for each child based on reports of all appropriate personnel

Regularly scheduled meetings of the project team providing review of the behavior charting, facilitating communication across all disciplines, and permitting "staffing" twice each week

Extensive participation by parents or foster parents in in-services and counseling by the project director and the special class teachers

Keeping a daily log at home of observations and interactions with family, friends, neighbors

Telephone communications with the teacher and with other parents, and classroom observations of teaching methods and approaches which could be used in the home setting

The establishment of an advisory committee of parents and community leaders to facilitate the attainment of the educational/vocational goals for these students.

Within GLARRC-Indiana's Project L.O.V.E. (Gary Model), many meetings, dissemination activities, and teacher improvement activities took place in the fourth quarter of 1976 alone. Fourteen individual parent-teacher meetings, 19 individual parent-team meetings, 19 home visits by staff members, 44 team meetings, one group parent meeting, and six head teacher meetings were held. Dissemination activities included 15 meetings with community agencies, three speaking engagements, a workshop for a group of Gary special education teachers, and newspaper articles in the Gary Post Tribune. Teacher improvement was facilitated through enrollment of four teachers in sign language classes; attendance by staff members at six Saturday workshops; attendance at area meetings of the National Society for Autistic Children; and enrollment of five teachers in Master's programs. Thirty-five children have taken part in continued assessment/reassessment within the project, and 21 of the children have received a variety of medical evaluations as a result of the program.

Assessment/reassessment activities continued for approximately 25 children during the first quarter of 1977. Individual parent/teacher meetings, home visits, and group parent meetings were held. In terms of dissemination activities, presentations were made to the nursing staff at St. Catherine's Hospital in East Chicago, special education graduate students at Purdue University's Calumet Campus, and to the local chapter of the National Society for Autistic Children. During April, 1977, a program was presented for parents, community agency personnel, and interested individuals which focused on individual student work. The students displayed their skills in gross/fine motor activities, academics, self-help, socialization, and language during this presentation.

The Lafayette project, "Regional Mental Health Diagnostic Learning Center," received children from a nine-county area.

Programs were presented at the Indiana Personnel and Guidance Association Conference and at the Indiana Psychological Association Meeting in the spring of 1976 at which representatives of the Gary Project and the Lafayette Project disseminated information regarding assessment and programming relative to their respective centers.

The Lafayette project is noteworthy in the state for exemplifying a cooperative effort between the public schools and a community mental health center. The project was in the planning stages for over nine years and involved utilization of mental health center facilities for evaluation and programming of emotionally disturbed children. The children served were placed back into the public schools or other appropriate programs with follow-up services provided. The average stay for children at the Learning Center was three months, with a range from three weeks to one year for a severely disturbed youngster. All parents were required to visit the Learning Center prior to their child's enrollment, and they also had to enroll in the clinic therapy program in conjunction with the Learning Center program. Additional parent contacts/visits with the Learning Center averaged three to four visits, with the range from one to 20 visits. The Learning Center operation has been publicized through regional radio broadcasts, numerous newspaper articles, and at least 14 visits by professional and civic groups, in addition to statewide dissemination of the project brochure. Six in-service sessions for area teachers have been conducted, with an average teacher participation of 25. The project also served as a student teacher placement and for doctoral-level psychology students assigned for training purposes. The video tape equipment which is in use by the project has proved to be "amazingly effective." Those profiting from the video tapes included parents, clinic and Learning Center staffs, and school personnel as well as the students themselves.

During the spring semester of 1977, assessment/reassessment activities continued for approximately 17 students. During the time period February 1 to May 31, nine students continued their enrollment from the previous quarter, eight new students were enrolled, and five students were released to their regular school assignments (one of these students was included in the number of new students). Case reviews have been conducted for the remaining 12 students, and four of those students will be returned to their regular school programs at the end of this present school semester. Dissemination activities for the Lafayette project include numerous tours and the active involvement of Indiana State Senator Michael Gery, who has presented his concerns for mutual cooperation between mental health services and public schools to the Indiana State Legislature.

The Madison project, "A Recurrent Assessment Model for Emotionally Disturbed and Multiply Handicapped Children," was established to develop and test the effectiveness of a staffing approach to the Case Conference Committee. Both Madison Area Educational Special Services Unit students and students hospitalized at Madison State Hospital participated in the project.

The Madison project sought to utilize the Case Conference Committee concept to diagnose, prescribe intervention, and to evaluate pupil progress through bi-weekly staffing conferences on each child. The approach did not prove feasible because of a number of factors, among them manpower shortages and lack of teacher involvement in the development of project goals and activities. Communication between the teaching staff and the project psychologist was limited, creating a situation in which diagnostic results had little effect upon classroom intervention techniques.

Results/Conclusions: An on-site evaluation was made in the spring of 1976, and a report was issued to assist the model demonstration projects. The Madison project was terminated in the opening of 1976; the Gary and Lafayette projects were continued through June, 1977. The success of the Lafayette and Gary projects are indicated by the number of children served, the great interest in the project, and the number of people seeking and receiving awareness-level training.

A review of the present record-keeping strategies in Gary indicated better monitoring of assessment and treatment and an improvement in communication among all project team members and parents regarding individual pupil's progress. Video-taped records of individual student's activity as well as participation in group activities provided evidence of modification of behavior.

The program for autistic children in Gary will not continue as a separate program but will continue in five self-contained rooms scattered throughout the school system. The loss of staff cohesiveness and the difficulty in obtaining support personnel (clinical psychologists, physicians, psychiatrists, etc.) should probably affect their progress. Parents, professionals, and community organizations have approached the school board for continued support for this program. Several administrators expressed interest in replicating in their own school districts the Lafayette program for emotionally disturbed children.

Therapeutic counseling on the Diagnostic Center campus with emotionally disturbed students, their families or parent surrogates, and designated representatives from their schools resulted in modification of behaviors and improved educational programming of the students. This, in turn, permitted full-time return of the emotionally disturbed students to their respective schools. The project director of this service will continue after the project ends.

Area 1: State Program Development

GLARRC-Michigan

Element IA: Temporary support of experimental or demonstration models for appraisal and programming

Introduction: This element contained a needs assessment and a review of national programs.

Major Activities: In 1975, a needs assessment was undertaken which focused primarily upon child identification efforts and systems employed. These activities included:

a. Onsite visitation and personal interviews were conducted at 32 intermediate school districts representing 54 counties. Child find efforts and service delivery systems were reviewed and discussed.

b. A cross section of local school districts were visited to articulate the interface of roles with the Intermediate School Districts.

c. Exemplary programs identified by CORRC were reviewed for content, systems employed, and current status.

Results and Conclusions

Michigan's efforts were reviewed (legislative and programmatic) and specific observations and recommendations were given in a report covering CHILD FIND efforts within the state, "Child Find: Identification and Referral of Handicapped Children in Michigan--Needs Assessment Analysis."

Area 1: State Program Development

GLARRC-Minnesota

Element 1A: Temporary support of experimental or demonstration models for appraisal and programming.

Introduction: This element includes projects on identification, needs assessment, assessment, corrective therapy and/or physical education, and instructional prescriptive programming.

Major Activities: In 1975, autistic students in the west metropolitan area were identified and appropriate follow through was undertaken. A second project was an identification project in Region 3 of Minnesota (northeast area) for the location and referral of children with hearing impairments.

Needs assessment analyses were conducted in various regions in Minnesota in 1975. Activities in Regions 1 and 2 included consultation and training in the assessment of handicapped children as well as formal assessments for several students. The training activities reached all of the school systems in the northwest area of the state. In Region 3, northeast Minnesota, three special education Co-ops conducted activities including a one-day workshop at the Mid-Range Special Education Cooperative on assessment methods, consultation at the Grand Murray school system on systems testing and educational materials, and a training session at the Virginia school system on diagnosing and assessing learning disabilities. In west central Minnesota, through the Morris school system, assessment, programming, and materials were provided in the area for hearing impaired. In southwest Minnesota assessment activities were conducted on several students. In the central portion of Minnesota, a rural area, a project has been conducted for the assessment of students who need either corrective therapy and/or adaptive physical education; this was continued on a general consultative basis for all the school systems in Region B of the state.

Temporary financial support of demonstration or experimental models was provided in 1975. Activities under this strategy were carried on in every region of the state. In Region A (northwest Minnesota) consultation was provided to two school systems on designing instructional programming for learning disabled children, and two workshops were held on the designing of instructional prescriptions. In Region B (northeast Minnesota) 15 staff members from the school serving the Moose Lake Hospital received instructions in programming for profoundly retarded, multiply handicapped individuals. In addition, the Tri-County Co-op conducted a project for the programming of Special Learning Behavioral Problems (SLBP) who are high school drop-outs.

In Region C (west central Minnesota) activities included programming for visually impaired in rural areas, the development of approaches in reading, programming for learning disabled in Alexandria, and general programming. In Region D (central Minnesota) the programming project for nutritionally deficient handicapped students was completed and a final report submitted. In southwest Minnesota, consultation was provided to one Co-op on instruction and service programming.

In the southeast area of Minnesota, activities included program planning for those who needed corrective therapy and adaptive physical education. In addition, the Faribault school system hosted a statewide workshop in the programming for profoundly retarded multiply handicapped individuals; this workshop received nationwide coverage. Region G, east, which includes St. Paul and 11 of its suburbs, developed a major programming project for preschool intervention. This project reached 23 school districts in the east metropolitan area in a coordinated effort to develop programs for preschool handicapped children. Other project accomplishments were consultation to the school systems in programming for emotionally disabled students and the development of programming training materials in the west metropolitan area for school social workers.

Results/Conclusions:

1. For the first time, thorough assessments were conducted for over 250 profoundly handicapped students and IEPs were developed.

2. Approximately 50 autistic-like children were identified and removed from other programs, such as TMR programs.

3. As a result of the autistic program in Region 11, west, a comprehensive program has been initiated in regions 11-E and 11-W.

4. The physical domain was identified as a "legitimate" concern of special educators. As a result, the state has developed a comprehensive adaptive P.E. program.

5. The relationship of nutrition as a variable in assessment and programming was recognized.

6. Systems for the identification of preschool handicapped students were carefully planned and implemented.

Recommendations:

1. Each region of the state needs to have a team of persons available to assess and assist in programming for profoundly handicapped students.

2. Programs for autistic-like students need to be developed at all levels of the continuum of services.

3. Early child find systems need to be developed in all districts and coordinated with the health and social services agencies.

Area I: State Program Development

GLARRC-Wisconsin

Element IA: Temporary support of experimental or demonstration models for appraisal and programming

Introduction: The element included the development of a model for nondiscriminatory multidisciplinary team evaluation and of a screening instrument to differentiate between language disability and language deprivation in primary children.

Major Activities: Temporary financial support was provided for developing and/or implementing demonstrations or experimental models. Because of expanded utilization of state aid and Title VI-B funds during 1975, the strategy to provide five educational specialists in ten LEAs to assist LEA staff in development of appraisal and educational programs was met without utilization of WRC funds in 1975.

School districts with concentrations of minorities and/or specific ethnic groups qualified for a Wisconsin Resource Center project for a demonstration model on nondiscriminatory testing and programming. The Wisconsin Resource Center made initial contact with the school districts to determine their interest in a demonstration model at the annual meeting of the directors of special education held in Milwaukee in October, 1975. The supervisors of exceptional education at the Department of Public Instruction's Division for Handicapped Children were interviewed, and they indicated in which areas their particular interest lay for the testing of distinctive population groups. The City of Milwaukee expressed interest in exploring the educational needs of their deprived students by nondiscriminatory testing. The Beloit-Turner School district indicated interest in the nondiscriminatory language testing in the rural areas. The Wisconsin Resource Center director followed up with personal contacts by RC representatives which resulted in the submission of proposals for consideration by the Milwaukee Public Schools and the Beloit-Turner Joint School District.

The Wisconsin Resource Center (WRC) gave consideration to two proposals during 1976:
1. The Milwaukee Public Schools proposed to develop a model for nondiscriminatory multidisciplinary team evaluation; to develop a method for recruiting Hispanic professionals; and to develop a plan for meeting the needs of Hispanic students diagnosed as having exceptional education needs. It was anticipated that this model would be replicated in other minority school populations in the State of Wisconsin.

The proposal was approved and contractual arrangements were made by the WRC with the Milwaukee Board of School Directors to establish a model for "Nondiscriminatory Testing for Hispanic Students with Suspected Exceptional Educational Needs." Unfortunately, appraisal of the proposal was delayed and qualified personnel who could effectively work with Hispanic students were not available; therefore, the project did not become operational.

2. The second proposal to be received and approved was from the school district of Beloit-Turner. The district proposed "The Development of A Screening Instrument to Differentiate Between Primary Language Disability and Language Deprivation in Primary Children." They planned to develop a research design for gathering and evaluating data that could be replicated in other settings to determine its validity and reliability. The data is being processed.

Results/Conclusions: The Wisconsin Resource Center obtained demographic data in 1976 from the DPI Data Information Center which determined the geographic concentration of American Indian, Black, Oriental, and Spanish-speaking students within each school district's population in the state. The data was analyzed by Wisconsin RC staff for use in the replication of two nondiscriminatory models.

Proposals were submitted by two districts for demonstration models on nondiscriminatory testing and programming.

Contractual approval by USOE of the contract between WRC and the Milwaukee Public Schools was so delayed that the work was not able to be fulfilled. In addition, Milwaukee experienced a strike in the school district which prevented the project from progressing as intended.

Recommendations: USOE/BEH/LRB needs to process requests for review at a more rapid rate to assure opportunities for completing tasks.

Final Technical Report

Area 1: State Program Development

GLARRC-Central

Element 1A: Provided temporary support of experimental or demonstration models for appraisal and programming

Introduction: This element included consultation and temporary support of models through three of the four state Resource Centers in Region 6. The three projects in Indiana included the following: a program for autistic children in the City Schools of Gary, the development of a case conference procedure to individualize educational programs for multiply handicapped children receiving educational services in the state school in Madison, and an educational/therapeutic counseling program for emotionally disturbed students in Lafayette. Minnesota contributed to the support of a Comprehensive Resource Center in Marshall which provided information and referral services for handicapped children living in the southwestern area of the state. Wisconsin supported a model nondiscriminatory team evaluation of Hispanic children in the Milwaukee Public Schools. The GLARRC-Central Coordinator, through contact with each of the state RC Coordinators, followed closely the initiation and development of the experimental or demonstration models in each state.

Major Activities of GLARRC-Central with Indiana:

At the request of the Indiana Resource Center, the GLARRC-Central Coordinator made several on-site visits to monitor the projects in Gary, Madison, and Lafayette. Discussions held with the central administrative staff as well as with each project director and cooperating staff member in all three locations, and opportunities were provided for the GLARRC-Central Coordinator to observe student activities.

The GLARRC-Central Coordinator also attended an in-service for special education administrators and teachers at the Regional Mental Health Diagnostic Center in Lafayette. At that time an indepth presentation was made of the purpose of the project, the ongoing therapy and educational program, and the current progress of the participants.

Major Activities of GLARRC-Central with Minnesota:

The GLARRC-Central Coordinator responded to a request to assist the Minnesota RC in expansion of services of the Comprehensive Resource Center Project, located in Marshall, Minnesota. Five local satellite centers across southwestern Minnesota provided social services information to the eighteen-county area. The Minnesota RC provided temporary support for personnel to identify and survey all agencies in the region to determine the kinds, extent, and cost of appraisal and programming services provided for handicapped children.

The satellite centers regularly updated computer print-outs containing this information and offered toll-free numbers for calls from handicapped persons and their families. The purpose of the centers was to provide information on programs for handicapped children and to put the callers in touch with the persons who could assist them. The location of these five centers and their toll-free telephone numbers were publicized extensively throughout the area via radio and television talk shows, newspaper ads and articles, library book markers, envelope "stuffings", and grocery store flyers.

Major Activities of GLARRC-Central with Wisconsin:

The GLARRC-Central staff assisted the Wisconsin RC in responding to the Milwaukee and the Beloit-Turner school districts on nondiscriminatory testing and programming for students with suspected exceptional educational needs. Milwaukee was provided support to develop a model for nondiscriminatory multidisciplinary team evaluation; to develop a method for recruiting Hispanic professionals; and to develop a plan for meeting the educational needs of Hispanic students diagnosed as having exceptional educational needs.

Results/Conclusions:

Written evaluations were made of site visits in Indiana which resulted in the following decisions: termination of the Madison project as sufficient information relative to case conference procedures had been gathered; funding of a summer program for the Gary students; and to have both the Gary project and the Lafayette project in full operation during the 1976-77 school year.

The GLARRC-Central Coordinator continued to provide consultation to the Gary and Lafayette project directors in Indiana. The Central Coordinator also disseminated information on these activities and referred interested persons to the directors of the projects. Both programs for emotionally disturbed children were included in a listing of nationwide experimental or demonstration models that were compiled by CORRC for dissemination to administrators of special education attending a Region 12, RRC Conference on "Programming for Emotionally Disturbed Students."

More appropriate programs for handicapped children have been achieved in Minnesota. The Comprehensive Resource Center Project will be an ongoing project in the state supplying updated information at regular intervals to handicapped children and their families.

Direct consultative services and technical assistance were not required by the Wisconsin Resource Center from the GLARRC-Central office as the project was late in becoming operational.

Responses were given to requests for professional assistance in the area of appraisal and programming. These were used to fulfill the contractual obligations of each of the state resource centers. Assistance to SEA direct and referred requests were offered and these resulted in awareness and enhanced activities for program operation.

Recommendations:

Any activity which increases awareness and competency levels should be maintained and expedited.

Area I: State Program Development

GLARRC- Michigan

Element IB: Temporary support of SEA appraisal and programming staff

Introduction: Included in this element are training programs, institutes, and workshops to assist the SEA in enhancing their appraisal and programming capabilities.

Major Activities: In 1975, technical assistance was provided to SEA staff for increasing competencies and extending awareness of options in the area of appraisal and educational programming as follows:

1. Traverse City State Hospital In-Service Training Program
An in-service training program was conducted on implementing written curriculum plans based on individual student objectives.

2. Judevine Training Program
This project provided training for two program staff members who worked with ward staff and autistic children of the Traverse City State Hospital in order to facilitate the development and operation of a combined Intermediate School District--State Hospital Program for Severely Emotionally Impaired/Autistic Children. Training was given for classroom teachers, and a visitation and conference was conducted at Judevine Training Institute, St. Louis, Missouri, with follow-up teacher training at the Judevine Training Center, Harlan School, Bloomfield Hills, Michigan.

3. Modular Educational Achievement Descriptors (MEAD) In-Service Training Program
The in-service training was offered to implement the MEAD concept to the educational structure of the Traverse City State Hospital, Arnell Engstrom School. An in-service training session in the application of MEAD was conducted for elementary and secondary teachers of Arnell Engstrom School.

4. Muskegon Developmental Center In-Service
This in-service consisted of several planning and follow-up in-service training sessions for the staff at the Muskegon Developmental Center. One session focused on the problems of defining and delivering educational services to MR children in an institutional setting. Training and ideas were exchanged with the Hi-Point Center for moderately and severely retarded children operated by the Washtenaw Intermediate School District.

5. Programming for Severely Emotionally Impaired Students Institute
The institute conducted in Grand Rapids was designed to address the problem of providing educational programming for children who have been released from State Hospitals but are still severely emotionally impaired.

6. Parent Assistant Training Program
The program conducted a workshop at Benton Harbor, Clio, and Royal Oak. It was designed to inform parents on due process procedures and to develop "Parent Assistants" who would serve as resource persons to other parents of handicapped children.

7. Institute on Special Education Hearing Procedures
The institute conducted at Lansing was designed to provide Michigan Directors of Special Education with information on current procedures for Special Education Hearings.

8. Remediation of Language Disabilities Workshop
The workshop conducted in Jackson focused on the development of language and on remediation procedures for the language impaired child.

Results/Conclusions:

The Michigan Resource Center at the request of the Michigan State Department of Education, provided for several in-services, workshops, and institutes which offered consultation and information about the options available in appraisal and programming to SEA staff, and parents.

Because of the training which occurred the Department of Education was able to facilitate the accomplishment of their state plan.

Recommendations:

There was a decidely beneficial impact from training sessions for teachers, school psychologists, professors, and parents with resulting documents and audio-visual products. These activities should continue to be supported.

Area I: State Program Development

GLARRC-Minnesota

Element IB: Temporary support of SEA appraisal and programming staff

Introduction: This element contained the assisting of supervisory personnel to develop, implement, and evaluate delivery systems of appraisal and programming for handicapped children and the provision of information to handicapped children and their families about the location and use of appropriate agencies to serve their needs.

Major Activities:

Competencies needed by supervisors and directors of special education were identified in 1976 in order to develop, implement, and evaluate delivery systems of appraisal and educational programming for handicapped children. A steering committee was organized to give direction to the project. Initial data were gathered through the questionnaire method at meetings with regional directors and supervisors. A workshop was held in Rochester, Minnesota in December, 1976, for the Regional Directors of Special Education in which the following activities took place:

1. Each participant was provided with detailed background information on the requirements of federal and state laws and regulations as they apply to students with special educational needs.
2. Each participant worked through simulated case studies and developed administrative strategies that were shared with other workshop participants.
3. Each participant was provided with a set of model procedures, operational forms, and administrative strategies that represented the shared decisions of the other workshop participants and was a directly transferable model for their own daily administrative positions.

Information gathered from the directors at the workshop was compiled into a written document.

In 1976-77, the Minnesota Resource Center provided the funds for the implementation of a special project entitled, "The Comprehensive Resource Center Project," which was incorporated within the Information and Referral Service of Southwestern Minnesota. The Information and Referral Service is a centralized clearinghouse for resources in social, recreational, governmental, educational, and health services in the community and the state.

The Comprehensive Resource Center Project, as an adjunct of the Referral Center, had as its goals: 1) the expansion of awareness to community lay people and professionals of the resources serving handicapped children and their families, and 2) increasing communication and cooperation among these resources. It enabled handicapped persons and their families in 18 counties in southwestern Minnesota to get in touch with resources in a speedy, confidential manner without charge. It was available to professionals to learn of additional resources and to be able to plan for and meet their clients' needs. The Center assisted agencies to learn about the services offered in order to avoid duplication of services, identify areas of concentrated usage, and identify service gaps to the handicapped. When duplications or service gaps were noted, the local advisory boards sent recommendations to the Information and Referral Board of Directors for appropriate action.

RRC funds were used toward the employment of an administrator, a secretary, a research assistant, and two outreach workers from July 1, 1976, through June 30, 1977. An initial investigation was required to implement the project of 4,500 community services in the 18-county area. Of this number, 310 community services were identified which serve the handicapped. This information was computerized to become a part of an up-to-date resource file and a permanent part of the five local Information and Referral Centers located in the area. Over 200,000 persons living in the 18-county area had access to this information by calling toll-free to their local Information and Referral Centers. A trained information specialist helped the individual or family member identify his or her special need, gave them the information quickly, or put them into contact with people who assisted them with their problem. The information specialist followed up on the individual requests to make certain the caller received the service to which he or she was referred. A computerized catalogue listing (alphabetical) of human service agencies in Minnesota serving the handicapped, along with telephone numbers, was developed. Pertinent information about each service was included, such as major objectives, office hours, telephone numbers, and eligibility requirements.

Results/Conclusions:

1. The competencies needed by special education directors and special education supervisors, including those specific competencies relating to developing identification, assessment and programming systems, were identified. As a result, a new license (certification) is being developed.

2. Twenty directors of special education received comprehensive training relating to P.L. 94-142. A training package was developed which can be replicated.

3. The Comprehensive Resource Center Project initiated in Regions 6 and 8 resulted in providing information to 185 handicapped persons and their families who contacted the Center through May, 1977.

Recommendations:

1. The new licensure standards should be finalized by June 1, 1978, which will then require that all special education leadership personnel have competencies in the areas referenced in P.L. 94-142.

2. Comprehensive training packages for all administrators should be developed so that consistent, substantive training is provided.

3. Comprehensive Resource Center projects should be initiated in each region of the state. The pilot center provided prompt assistance to a large population at a low cost.

Area 1: State Program Development

GLARRC-Wisconsin

Element 1B: Temporary support of SEA appraisal and programming staff

Introduction: This area contains the provision of technical assistance to SEA staff for increasing competencies and extending awareness of options in the area of appraisal and educational programming and dollar support for hiring appraisal and program staff.

Major Activities: In 1975, thirty-seven in-services were sponsored by WRC for LEA staff members which focused on techniques of individualized assessment. Eighteen of the in-services trained special education teachers in the use of the Basic Life Functions Instructional Program Model. This model is an incremental learning guide that takes 11 persisting life needs of children and breaks them down into sequential development levels. It contains an assessment tool which assesses the child's functional level. It is organized so that educators can set both short- and long-range goals, and the model has built into it an evaluation capability. Nineteen additional in-services were presented in various locations around the state to LEA staff regarding a multitude of techniques on individualized assessment.

In 1976, the Wisconsin Resource Center had a full-time socio-educational consultant. Facilities were explored for additional locations for the assessment of referred children, and provisions were made for processing referred children. A Case Review Committee was established to review all referrals for appraisal and programming evaluations to determine which requests should be honored for Direct Service. This committee was composed of the WRC coordinator, the socio-educational consultant, the administrative assistant, and SEA staff personnel (speech and language supervisor, nursing specialist, and an additional socio-educational specialist). Other appropriate SEA staff persons were asked to attend the CASE Review Committee meetings, depending upon the nature of each referral discussed. Only rare and inexplicable cases which could not be locally serviced with LEA funds were approved for these services. Of 179 referrals which were submitted to the Wisconsin Resource Center, 127 children were appraised by financially supported SEA staff.

Among the referrals who were assisted in 1976 was a boy with a nine-year history of severe, uncontrollable seizures who was evaluated by Dr. Irving Cooper at Saint Barnabas Hospital in New York City. As a result of the evaluation, the boy had neurosurgery for the purpose of implanting a pacemaker which is believed to have a high probability of controlling the seizures. This surgical procedure, no longer considered experimental, was the first of its kind to be performed on a Wisconsin resident. The boy's condition has improved and his outlook is promising.

The socio-educational consultant helped to establish a committee delegated to assess needs of non-oral children and how they could be helped to communicate.

Results/Conclusions: A total of 127 children were appraised.

Home and school placement services for special, low incidence populations were conducted.

A committee was used to assist non-oral children by:

1. Establishing a working relationship with the Trace Research Development Center for the Severely Communicatively Handicapped, University of Wisconsin-Madison. (The Trace Center is interested in field-testing their electronic communication devices in school districts with non-oral children.)
2. Exploring means of locally-based funding.
3. Exploring means of assessing and evaluating non-oral children.

LEA staff members were trained to use various assessment tools.

Facilities were identified for possible assessment of referred children.

Recommendations: Federal funds should be available to assist states to develop effective procedures and to rapidly disseminate information on new and appropriate approaches and programming.

Area 1: State Program Development

GLARRC-Central

Element 1B: Provided temporary support of SEA appraisal and programming staff

Introduction: The GLARRC-Central staff provided technical assistance to SEA staff for the purpose of increasing competencies and to extend awareness of educational options and appraisal programming.

Major Activities:

The staff responded to such diverse requests as: information on direction service and its implications for expediting information to families of handicapped children; basic and advanced level information on handicapping conditions; and evaluation approaches and instruments for locating competent clinicians to evaluate severely and profoundly handicapped children.

Technical assistance was provided to the Minnesota RC for the Minnesota State Program Conferences and to the Wisconsin RC for the IEP informational awareness workshop for SEA staff persons. In addition, GLARRC-Central provided partial support for the Wisconsin RC IEP Trainer of Trainers workshops for persons responsible for the IEP training of teachers in their home districts.

GLARRC-Central sponsored (with the Wisconsin School for the Deaf) a workshop for teachers and houseparents. The first section of "Communications in the Classroom: The Art of the Theory," examined techniques for organizing a total communications classroom day. The second half concentrated on integrating speech, auditory training, speech-reading, finger spelling, and the language of signs to effect a total communication environment within a classroom.

GLARRC-Central staff members regularly provided awareness level and in-depth information at professional meetings; e.g., State Department of Public Instruction District Administrators, RRC Directors, State Directors of Special Education, Federal Support Programs, GLARRC Policy Board and GLARRC Advisory Committee, and IEP training workshops.

GLARRC-Central financed 11 persons who formed diagnostic teams to review directly activities and procedures in each of the Michigan Regional Diagnostic Centers and the Michigan Pre-Primary Program for the Handicapped. These teams produced written reports for the Michigan Department of Education covering the strengths and weaknesses of the programs. They also participated in review conferences with professional personnel of the centers or programs.

In addition, GLARRC-Central's Director and Coordinator participated in numerous meetings at which a substantial number of consultations on educational appraisal and programming were made to SEA staff. These meetings included the Region 6 Advisory Committee meetings, the Wisconsin Department of Public Instruction staff meetings, DPI/BEC State Plan Development Committee meetings, in-servicing activities for Wisconsin DPI federal projects personnel, and consultation and technical assistance to the SEAs. Assistance was rendered to state resource centers in obtaining approval of contracts by the USOE-BEH-LRB.

GLARRC-Central assisted the four state RC coordinators to complete the suggested use of the 1976 unexpended monies and submitted proposed strategies and budgets for the use of these funds to BEH for approval.

The rationales and budgets for the four state RCs to BEH for their one-month extensions were submitted. The Director met with the Region 6 ALRC Director to discuss RRC and ALRC workscopes.

Intermediate school districts' personnel in Minnesota requested information on multidisciplinary teams which was supplied by the Director.

The Coordinator assisted at the Wisconsin DPI/BEC Conference on "Planning for Transition of Severely Handicapped/Developmentally Disabled Children into Public Schools" by providing consultation to the professionals and parents attending the conference. She served as a resource person at the Waisman Center program on appraisal and programming for handicapped students.

The Coordinator provided input and awareness level information on educational appraisal and programming at the annual meeting of the Wisconsin Association of Vocational and Adult Education/Special Needs Personnel. This meeting stressed the need for adequate job training for handicapped persons and for more varied work opportunities for them. She had additional opportunities to discuss RRC efforts in appraisal and programming at the Council for Exceptional Children/Division for Career Development annual convention.

Special emphasis on RRC assistance with appraisal and programming was made by the Coordinator at the President's Committee on Employment of the Handicapped meeting held in Washington. She utilized this opportunity to interact with several small group discussions to enumerate and emphasize RRC services.

Results/Conclusions:

Responses were given to requests for professional assistance in the area of appraisal and programming. These were used to fulfill the contractual obligations of each of the state resource centers. Assistance to SEA direct and referred requests were offered and these resulted in awareness and enhanced activities for program operation.

Recommendations:

Any activity which increases awareness and competency levels should be maintained and expedited.

Area I: State Program Development

GLARRC - Indiana

Element IC: RRC-conducted demonstrations of appraisal and programming

Introduction: Emphasis in this element was placed upon presentation of a learning session for school psychologists on assessment of hearing impaired youngsters.

Major Activities: In the fall of 1976, a two-hour session concerning assessment of hearing impaired youngsters was presented at the Indiana Psychological Association. School psychologists participated at no charge to Indiana Resource Center.

Results/Conclusions: Modifications of techniques for use with standardized tests were demonstrated, a few signs were presented, and the concept of signing was discussed. Testing environment and the specific procedures used by the psychologist in order to determine students' abilities were discussed as well. The participants' reactions indicated that, for those who can expect to test hearing impaired students on a regular basis, more intensive follow-up training is important.

Area 1: State Program Development

GLARRC-Central

Element IC: Provided demonstrations on appraisal and programming techniques to professionals, school personnel and parents

Introduction: This element included all aspects of design, development, and implementation of appraisal and programming demonstrations.

Major Activities: GLARRC-Central provided financial assistance to the Indiana RC for a two-day demonstration on "Training Strategies for the Severely Handicapped." This demonstration, developed by Dr. Marc Gold at the Children's Research Center, University of Illinois, was presented by two representatives from Marc Gold Associates.

The staff of GLARRC-Central and the National Association of State Directors of Special Education (NASDSE) developed and presented a two-day IEP workshop for 50 staff members of the Wisconsin DPI/BEC. Manuals and simulation materials for this workshop were provided by GLARRC-Central.

The Wisconsin RC held a three-day IEP "Trainer of Trainers" workshop. GLARRC-Central financed the fees and expenses of the presenters, all workshop materials for 92 trainees, and the expenses for 26 of the trainees.

GLARRC-Central also funded a Michigan workshop for individuals who provide services to autistic children. The "Institute of More Effective Assessment and Programming for the Autistic/Severely Emotionally Impaired Pupil" provided participants with better assessment/diagnostic procedures and with programming models.

Results/Conclusions: The IEP workshop resulted in the development of a cadre to train teachers at 18 locally-based IEP workshops presented later across the state which trained 2,000 special education teachers in the field in the development of IEPs. GLARRC-Central's Coordinator assisted in conducting one of these local IEP workshops.

Recommendations: Support for state efforts to improve their delivery systems and the awareness of the populace is essential to develop effective educational programs for handicapped students.

Area 1: State Program Development

GLARRC-Indiana

Element ID: Technical assistance via consultation, workshops and dissemination of appraisal and programming procedures and instruments

Introduction: Technical assistance via consultation, workshops, and dissemination of appraisal and programming procedures and instruments were prominent features of this element.

Major Activities: A three-day conference was held in November, 1975, in coordination with the Indiana Psychological Association entitled, "The Impinging Effects of Litigation/Legislation on the Current Practice of Psychology in Indiana," for approximately 300 participants composed of psychologists and psychometrists, university trainers in psychology, and special education personnel from throughout the state. The conference stressed how lawsuits and legal decisions concerning due process, nondiscriminatory assessment and placement, and student, patient, and parent rights are changing the way that psychologists can function.

Four one-day workshops were held in December, 1975, entitled "Comprehensive Early Screening," for practicing psychologists and psychometrists, pre-school personnel, and special education directors. The conference addressed the following topics: specific screening instruments and techniques which have been successful in early childhood and kindergarten programs; model early childhood programs, (including Project DIAL in Illinois); and methods of utilizing data in early childhood and kindergarten programs.

During the winter, 1975-76, local workshops were planned and conducted which related to topics presented at the four-state conference in Minneapolis in October. The following is a listing of the workshop topics which were presented, accompanied by the number of participants involved at each, and the location of the workshop:

1. What the Elementary School Administrator Needs to Know About Learning Disabled Children; 75 elementary assistant principals; Indianapolis Public Schools
2. Learning Characteristics of Learning Disabled Children - Methods, Materials, and Diagnostic Remediation Techniques; 50 general and special education teachers; Blackford County Schools
3. Prescriptive Teaching and Behavioral Objectives: Identifying Learning Problems and Setting Up Individualized Education Programs; local special education staff; Anderson Community Schools
4. Awareness of Learning Disabilities: Assessment and Testing for LD Children and the Itinerant or Resource Room Approach; LD teachers, psychologists, and special education directors; Evansville-Vanderburgh School Corp., Posey County, and the Warrick-Pike-Gibson Special Education Cooperative

5. Workable Approaches to Learning Disabilities: Classroom Teacher Awareness, Alternative Educational Procedures and Individualized Education Programming Techniques, Methods, and Materials; 286 special education teachers, psychologists, and administrators, community agency personnel, and parents; Bartholomew Special Education Cooperative
6. Physical Therapy: Home and School Programs, Positioning, Adaptive Devices, and Occupational Therapy; 35 parents and special educators; Northwest Indiana Special Education Cooperative
7. Team Approach in Providing Services to Children, Awareness of Available Community Services; Referral and Procedural Processes; Medial, Probation, and Family Social Teams in the Case Conference Approach; 75 parents and special educators; Goshen Community Schools
8. Teacher-made and Commercially-produced Materials for Use in Fulfilling the Individualized Education Program; 80 general and special education teachers; North Central Indiana Special Education Cooperative
9. Diagnostic Procedures, Medical, Social, Legal, and Educational Services Available to the Handicapped Child and His Family; 100 parents, teachers, and administrators; Southwest Dubois School Corporation
10. Necessity of Cooperative Programming for the Handicapped; school board members and administrators of 12 school districts; Northeast Indiana Special Education Cooperative
11. Early Intervention Procedures with Emotionally Disturbed and Learning Disabled Children, Mainstreaming, Techniques with Trainable Mentally Retarded Children, and Roles, Responsibilities, and Goals in Special Education; 80 parents, paraprofessionals and special educators; Rensselaer Cooperative School Services
12. Development of Teacher-made Materials for Educable Mentally Retarded Children, Learning Disabled Children, and Emotionally Disturbed Children; Teacher Assessment and Evaluation of Pupil Progress; 15 special educators; Warren Township
13. Task Analysis in Individualized Education Program Planning; 70 special educators and ancillary personnel; Gary Community Schools
14. Parent and Teacher Awareness of Learning Disabilities; 150 parents and teachers; Boone-Clinton County Joint Services
15. Problems of the Hearing Impaired, Communication Skills in the Individualized Education Program; 70 parents, regular class teachers, and paraprofessionals; Gary Community Schools
16. Emotional and Social Growth as Part of the Individualized Education Program for Handicapped Children; 135 special educators; South Bend Community Schools
17. Skill Area Assessment for Teachers of Moderately, Severely, and Profoundly Retarded Children; 40 special educators; Monroe County Community Schools
18. Awareness, Skill Development, and Information Dissemination Related to Special Education; 250 parents, educators, administrators; Logansport Area Joint Services Cooperative
19. Inidividualized Education Programming for Cerebral Palsied/Severely Profoundly Retarded Children; 20 special education paraprofessionals; Wabash-Miami Area Programs for Exceptional Children
20. Case Law and the Handicapped: Due Process and Special Education Placement; 150 school psychologists and special educators; Northwest Indiana Special Education Cooperative

21. Delivery of Viable Learning Disabilities Programming for Rural Areas 20 rural learning disabilties teachers; Warren Township.
22. Early Identification and Intervention for Learning Disabled Children; 40 kindergarten and special class teachers; Northeast Indiana Special Education Cooperative
23. Learning Disabilities: Characteristics, Learning Processes, Diagnostic Approaches; 12 school psychologists; North Adams Community Schools
24. Neuropsychological Assessment of School-age Children and Adolescents: Halstead-Reitan-Indiana Batteries; 30 school psychologists; Marion County Association for Retarded Citizens
25. Least Restrictive Alternative in Special Education Programming; 150 special educators; Indianapolis Public Schools
26. Kindergarten Screening for Learning Disabilities; 100 school psychologists, special education administrators and resource teachers; Indianapolis Public Schools
27. Varying Methods of Motor Skills Assessment for Individualized Education Programs; 70 special educators, physical educators, and parents; Warrick-Gibson-Pike Special Education Cooperative
28. Least Restrictive Alternative, Visual Motor Perception Skills, Materials Resources, and Curriculum Development for Learning Disabled Children; 30 teachers and school psychologists; Hamilton-Boone-Madison-Tipton Special Education Cooperative
29. Identification of Learning Disabled Students at the High School Level; 90 high school level teachers and ancillary personnel; Gary Community Schools
30. Meeting the Individual Needs of Learning Disabled Children Within the Regular Classroom; 150 elementary and middle school teachers; Logansport Joint Special Services Cooperative
31. Awareness of the Educational Implications for Autistic Children; 50 teachers, paraprofessionals, and parents; Fort Wayne Community Schools

During October and November, 1976, a training workshop for teachers and special education administrators was developed which related to individualized education programming for emotionally disturbed children. The workshop involved a slide/tape presentation, video-taped situations involving emotionally disturbed children, and several worksheets for teachers to develop specific activities relating to changing their own and students' behaviors. The workshop was presented in two different settings: to approximately 100 teachers in the Mishawaka Community Schools with intensive follow-up activities, and to approximately 35 teachers from throughout southern Indiana using a more generalized approach.

During October, November, and December, 1976, the following workshops for school counselors were conducted: The Counselor as a Consultant to Special Education Programs; Developing Counseling Skills for Working with the Special Education Child; Legal Rights, Issues, and Trends in Working with the Special Education Child; Counseling Skills for working with the Family and Community; The Counselor's Role in Career Education for Special Education Programs, and The Counselor's Role in the Mainstreaming Process and Program Planning for Special Education Children. Each of the six workshops was presented twice in different areas throughout the state and averaged approximately 25 counselor-participants at each workshop.

During December and January, 1976-77, the following local workshops, accompanied by the number of participants and location of the workshops, were presented:

1. Writing IEPs for EMR Students; 16 EMR teachers; Dubois-Spencer-Perry Co-op
2. Writing IEPs for TMR Students; 7 TMR teachers; Dubois-Spencer-Perry Co-op
3. 94-142 and Mainstreaming; 200 regular and special ed. teachers; Northeast Indiana Special Ed. Co-op
4. Writing IEPs for EMR Students; 15 EMR teachers; Northeast Indiana Special Ed. Co-op
5. Developing Interest Centers for Individualized Instruction; 50 regular and special ed. teachers; North Central Indiana Special Ed. Co-op
6. Writing IEPs and Planning Least Restrictive Environment; 50 administrators, regular and special ed. teachers; Wabash-Miami Special Ed. Co-op
7. Multi-categorical Programming for LD & ED; 35 regular class teachers; Northwest Allen County Schools
8. Writing IEPs for EMR Students; 25 EMR teachers; New Castle Area Special Ed. Co-op
9. Writing IEPs; 20 special ed. supervisors and psychologists; Madison Area Special Ed. Co-op
10. Role of Administrators in Special Education; 20 superintendents and principals; Gibson-Pike-Warrick Special Ed. Co-op
11. Awareness of Special Needs and Techniques with Handicapped Children; 30 instructional aides; Northwest Indiana Special Ed. Co-op
12. IEPs for LD: Multi-Sensory Reading Approach; 20 regular class teachers; Washington Township Schools
13. Writing IEPs; 25 special class teachers; East Central Indiana Special Ed. Co-op
14. IEPs, Case Conference, Least Restrictive Environments; 20 multi-disciplinary educators; Clark County Special Ed. Co-op
15. IEPs and Materials for LD; 20 regular class and LD teachers; Central Noble Community Schools

16. Awareness of Needs of LD Children; 50 parents and teachers; Greater Lafayette Area Special Ed. Co-op
17. Documentation of Due Process Procedures; 7 supervisors and administrators; Hammond Public Schools
18. IEPs for EMR Students; 20 school psychologists; Ft. Wayne Community Schools
19. IEPs for EMR Students; 19 EMR teachers; Johnson County Special Ed. Co-op
20. Writing IEPs for LD: Mathematics; 18 secondary level math teachers; School City of Gary
21. Teaching Self-Control to ED Students; 50 regular and special class teachers; West Central Indiana Special Ed. Co-op
22. How to Screen Infants (Physicals); 20 preschool coordinators; Gibson-Pike-Warrick Special Ed. Co-op
23. Assessment of Hearing Impaired; 1 school psychologist; Indiana School for the Deaf
24. Writing IEPs; 50 special ed. teachers; Bartholomew Special Ed. Co-op
25. Administration of Halstead-Reitan; 20 school psychologists; Ball State University/Ft. Wayne Community Schools

In addition to these local workshops, the Gary Community Schools planned a series of three workshops for presentation on a regional basis throughout the state entitled, "A Management System by Performance Objectives," related to individualized education programs for the educable mentally retarded. Each of the three workshops included approximately 25 special education supervisor/participants. The North Adams Community Schools planned a two-day workshop for 12 school psychologists from the central region of Indiana regarding the assessment and programming of learning disabled and emotionally disturbed children.

During the winter 1975-76, GLARRC-Indiana acquired assessment, diagnostic, and prescriptive programming materials for the development of an assessment/diagnostic library. In the spring of 1976, the materials were catalogued and listed according to publisher, price, areas assessed, reliability/validity data. The materials are housed in the Area Learning Resource Center's state instructional materials center at Butler University in Indianapolis. In addition, duplicates of a limited number of materials are housed in the Exceptional Children's Cooperative in Jasper, Indiana, for dissemination in the southern part of the state, and materials for the assessment of deaf and blind students are housed at the Indiana School for the Blind and the Indiana School for the Deaf respectively.

School psycholgists throughout the state were informed of the availability of such assessment materials for loan, and the materials have circulated widely. At the fall, 1976, conference of the Indiana Psycholgical Association, a display of sample materials was available and listings of materials and how to borrow them were distributed to the school psychologists present.

Printing and dissemination of Case Conference: A Simulation and Source Book was completed in cooperation with the Developmental Training Center at Indiana University during the fall, 1975. GLARRC-Indiana was instrumental in providing appraisal guidelines related to the Indiana Special Education Rule S-1 for this publication.

Results/Conclusions: Copies of the publication, Case Conference: A Simulation and Source Book, are available at no cost through GLARRC-Indiana.

As a result of the November, 1975, three-day conference on non-biased assessment and legal issues, a transcript of the meeting was disseminated to school psychologists throughout the state. Letters and telephone responses to the conference indicated widespread positive reaction to the content of the conference and developing awareness of the issues related to the topics covered.

Each of the program participants who attended "Comprehensive Early Screening" in December, 1975, received a bibliographical listing of programs/materials/resources after the training workshop. Workshop evaluation reports indicated positive responses to the workshop and additional professional awareness of methods for pre-school programming and screening.

As a result of the 56 local workshops conducted during 1976 and 1977, awareness, skills for working with exceptional children, diagnostic/evaluation procedures, and individualized education programming techniques were enhanced for parents, teachers, paraprofessionals, and administrators throughout Indiana. Approximately 3,336 individuals received training through such workshops.

The development of the workshop relating to emotionally disturbed children held in October, November 1976, resulted in a presentation which was available for loan through the Mishawaka Schools to other local school systems. Two requests have already been received by GLARRC-Indiana for replication of the workshop in local school corporations.

The Mutual Development Laboratory, Series I: Special Education and the School Counselor workshops held in October, November, and December, 1976, were completed and culminated in the publication of a manual focusing on the six topics developed in the workshops. These manuals will be disseminated throughout Indiana to all school counselors and special education directors.

Use was made of assessment, diagnostic, and prescriptive programming materials by Indiana school psychologists.

Recommendations:

Training activities that were offered under this element have proved to be very successful and similar activities should be supported in the future.

Area 1: State Program Development

GLARRC-Michigan

Element ID: Technical assistance via consultation, workshops and dissemination of appraisal and programming procedures and instruments

Introduction: This element included technical assistance provided via consultation services to facilitate the implementation of educational appraisal and programming procedures and instruments.

Major Activities:

A series of workshops, institutes, and in-services were conducted as follows:

1. In 1976, members of the teaching staff of the Muskegon Developmental Center participated in in-service training seminars at the Institute for the Study of Mental Retardation and Related Disabilities, University of Michigan, Ann Arbor and visited a model program at Hi-Point Center. Their training centered on task analysis and curriculum introduction, planning, and development.

2. A training workshop on behaviorism was given in Grayling for special education teachers, mental health personnel, and parents. The topics involved instruction on how to request behavioral services from the Alpin Center; the pros and cons of time-out procedures; a response-cost program and over-correction techniques as alternatives to time-out; methods to reinforce behavior; the Foxx and Azrin toilet training technique and its follow-up; and ethical and legal considerations.

3. A training workshop was held for occupational and physical therapy teachers of the severely mentally impaired children for the purpose of introducing to them methods of diagnostic assessment and individual educational programming for severely mentally impaired students. A written document was produced which included a narrative, evaluation, and summary of the workshop.

4. The workshop, "Development of Criteria for More Appropriate Educational Appraisal and Placement of Special Education Pupils in Regular Classrooms," developed a set of criteria to be used by general and special educators as considerations in the referral, evaluation, placement, and planning for children contemplated for special education services. The informational criteria were those which should be known about every child before he or she is given special education services and could eliminate many of the charges of biased assessment. Proceedings of the workshop were printed for statewide distribution.

5. Two Institutes on "The Law As It Pertains to Assessment and Placement of Special Education Students" were conducted in 1976 and 1977. At both institutes excellent presentations were given by Dr. Donald Bersoff, University of Maryland Law School, who made availabe to the particlapnts an updated extensive document containing his and other professionals' views on the law, and by Dr. James Tucker, Director of the Texas Regional Resource Center, who also gave an excellent presentation. Dr.Harvey Clarizio, Professor in the Department of Educational Psychology, Michigan State University, wrote and presented an original article in defense of psychological tests. At the more recent institute, Larry Coin, Director of Special Education at Portage Public Schools, gave an explanation of his school district's due process accountability system. His presentation was felt to be a considerable asset to the workshop. A proceedings document on these institutes will be forthcoming in the very near future.

6. A very informative and successful workshop was held in Ann Arbor in which experts from the University of Michigan worked with teams composed of three persons each (a school psychologist, a school social worker, and a teacher consultant). Directions, approaches, guidelines, and techniques for consulting with parents in an attempt to limit litigation through consultation and better communication were presented. A document was produced and disseminated from this workshop entitled, "Alternatives to Litigation: The Necessity for Parent Consultation."

7. In the "Institute On More Effective Assessment and Programming for the Autistic/Severely Emotionally Impaired Pupil," criteria were developed for effective diagnostic procedures for better assessment and programming of these children. The institute assisted individuals who provided services to autistic youngsters with effective diagnostic procedures and programming models. Resource personnel presented:

- An overview of educational prognosis for the autistic and a model for training parents of autistic children on management of their children
- A model for individualized management and curriculum techniques with the autistic youngster in an educational setting
- A paper on methods for accurate differential diagnosis of autistic youngsters by the school psychologist

- An overview of management and curriculum for adolescent, autistic youngsters; methods to facilitate inter-agency coordination in order to provide assessment factors, vocational training, and job placement for autistic youngsters; a document on management, programming, and instructional procedures for autistic children; and a new multi-factor assessment instrument to use with autistic youngsters with an explanation of its development and use.

As a result of the Institute, a document on appraisal and programming for the autistic/severely emotionally impaired pupils is being produced and will include the following:

- key issues in appraisal and programming for these youngsters
- resources available
- a description of models for better assessment
- value implications for all concerned
- problems that exist, who should work on them, and how and when actions might occur
- sharing of strategies

8. Meetings on due process hearing procedures were held to provide more adequate preparation to persons who will be involved in due process hearings. A 16-minute tape filmstrip and handbook on the procedures set up by P.L. 94-142 formed the basis of these meetings to assist special educators in developing more effective due process hearing procedures. The handbook is entitled, "A Model for a Special Education Due Process Hearing;" the filmstrip and audio tape depict the steps in the hearing process. Although it is preferable to use both elements together, the handbook and filmstrip can be utilized separately in an effective manner.

9. In the "Diagnostic and Prescriptive Teaching Workshop," curriculum persons from various intermediate units throughout Michigan were used as a core in developing a cadre (administrators and field persons) capable of offering in-services in the area of diagnostic and prescriptive teaching to persons throughout the state.

10. A workshop was held on "Identification and Prescriptive Programming for Health-Impaired Students (Focusing on Persons With Convulsive Disorders)." The purpose of the workshop was to provide teachers with opportunities to:

(1) gain information for authorities on epilepsy
(2) discuss evaluation and education programming for epileptic children with medical and psychological specialists
(3) become familiar with new films and reference materials

11. An in-service training session was made available to school psychologists in the state on better evaluation of low incidence special education youngsters. A document was produced from the training session entitled, "Assessment of the Physically and Otherwise Health Impaired Student."

Results/Conclusions:

1. Training, information and the provision of techniques and approaches to appraisal and programming were provided to a substantial number of general and special education teachers, school psychologists, mental health personnel, university staff, SEA staff, and parents to facilitate the implementation of educational appraisal and programming procedures and instruments.

2. Several useful documents were produced and disseminated.

3. Criteria were developed to be used in appraisal and placement of special education pupils in regular classrooms, as well as criteria for effective diagnostic procedures to improve the assessment and programming of autistic/severely emotionally impaired children.

Recommendations:

Training activities that were offered under this element have proved to be very successful and similar activities should be supported in the future.

Area 1: State Program Development

GLARRC-Minnesota

Element ID: Technical assistance via consultation, workshops, and dissemination of appraisal and programming procedures and instruments

Introduction: Incorporated in this element are: consultation and training workshops to enhance capabilities for appraisal and programming for the handicapped; brochures, manuals, and slide/cassettes for parents, administrators, and/or teachers; and a directory of resources for the preschool handicapped child.

Major Activities: Technical assistance via consultation, workshops, and dissemination of appraisal and programming procedures and instruments was provided. Consultation was obtained from SEA for this activity in the spring of 1974 for development and improvement of child study systems.

Workshops for speech clinicians were held in Brainerd in November, 1975, and a workshop for teachers of visually impaired students was held for two days in January, 1976, in Minneapolis relative to guidelines for systematically and appropriately evaluating students. Emphasis in the training was placed on due process and diagnostic procedures. Technical assistance via workshops to facilitate the implementation of educational appraisal and programming procedures and instruments was provided in 1975. This activity was aimed at improving diagnostic and appraisal aspects of the Total Special Education System (T.S.E.S.) in our school districts. Activities related to this effort were conducted throughout the state as follows: In the northwestern area of the state several training sessions were held for administrators in order to provide necessary administrative leadership for the development of adequate child study systems in the school districts. In the west central area of the state specialized consultation for low incidence programming was undertaken so that school systems might alert their child study systems to be cognizant of children with low incident needs. In the southwestern part of the state consultation was obtained by one cooperative for improvement of child study systems, and state consultation was provided to administrators, in conjunction with the workshop, in their region for developing appropriate child study (diagnostic and appraisal) systems. In the east metropolitan area administrators received similar training. In the west metropolitan area, commencing in January and continuing into February, a project was instituted to develop systematic approaches for programming of mentally retarded students into mainstream activities.

Twenty-one workshops for parents of handicapped children were scheduled throughout the eight special education regions in Minnesota. At least two workshops were held in each region; some regions had as many as four.

The goal of the workshops was to inform parents about the new special education laws and to clarify the rules and procedures backing up the laws, so that parents could use them to work for the best interest of their child. The emphasis was on the individual child and the importance of finding the appropriate educational program to fit the child's individual needs. All the workshops were successful in meeting this objective. In addition to the workshop presentation, each participant received a pocket folder with helpful information for referral at home. The folder contained the following:

1. a brochure, "Information for Parents of Students Who Are Handicapped," printed by the Special Education Section, Minnesota State Department of Education

2. a two-page workshop evaluation form to be filled out by the workshop participants at the end of the workshop

3. information on "Helpful Contacts for Parents of Handicapped Children," listing the eight Special Education Regional Consultants, their addresses and telephone numbers

4. a two-page resource list of agencies to contact for more information on a child's handicapped condition

5. an information sheet, "Parents Now Can See and Correct School Records" and "Transportation Regulations Help Handicapped Students"

6. an outline of Identification, Assessment, and Program Planning, showing at what points parents of handicapped children are notified by the schools

7. information on "What Makes a Good Individual Program Plan for Your Child"

8. a three-page summary of the information given at the workshop, "Your Handicapped Child's Rights and Your Rights as a Parent"

The workshop participants were encouraged to return to their neighborhoods and educate other parents of handicapped children about their rights and responsibilities under the new special education laws. They were invited to take additional informational folders to parents who were unable to attend the workshop.

Rebecca Knittle, a lawyer with the Developmental Disabilities Advocacy Project, Minneapolis Legal Aid Society, trained 29 people in two training sessions to become workshop discussion leaders. The people trained were either parents of handicapped children or people working in an organization dealing with handicapped children. Three trained workshop leaders attended each workshop, including the PACER (Parent Advocacy Coalition for Educational Rights) coordinator and two parents.

The format was the same for each workshop so that parents of handicapped children living in all parts of the state would receive the same basic information. A typical workshop was conducted as follows:

As workshop participants arrived, they registered by listing their names and addresses. If they were a parent, they were asked to give an indication of their child's disability, and if they were a professional, they were asked to indicate what kind of teacher they were. After registration, each participant received an informational folder and was invited to look over a collection of brochures available for their use which were published by agencies working with handicapped persons.

At 7:15 the PACER coordinator welcomed the participants and gave background information on the PACER organization, explaining that funding for the workshops came through the State Department of Education, Special Education Section, and the Regional Resource Center. She went through the information in the folder; asked questions to find out a little bit about the participants; talked about the goals of the workshop and showed a slide/tape presentation called "Questions Parents Most Often Ask About the New Special Education Laws." After the slides, the coordinator gave a brief history of the special education laws; introduced professionals at the workshop who were asked to join in the discussion; and then introduced the two parents.

Parent One explained the rules and procedures dealing with identification and assessment of handicapped children, and after a short break, Parent Two explained the rules and procedures dealing with the individual program plan, a conciliation conference, hearing rights, and the right to appeal. Every effort was made to answer questions at any time. The Special Education Regional Consultant was present at all but two workshops to help answer questions. A question box was available to receive questions which the participants did not wish to ask in front of a large group.

Towards the end of the workshop, the coordinator talked about how important it was for parents to work with teachers to create better services for handicapped children. Parent Advisory Committees were recommended for every Special Education Director. Information was also given about forming parent support groups. The workshop participants were given a choice of breaking into small groups the last 30 minutes of the workshop or remaining together in one group to ask more questions. They usually chose to remain together for questions.

The workshop leaders did their best to create a warm, informal atmosphere for the workshop. They talked about their own handicapped children and shared what they had learned through their own personal experience.

Another aspect of technical assistance provided by this element was the development of a local public information system, especially in the area of child find.

In 1976, the Minnesota Resource Center joined forces with the Minnesota SEA, Title VI-B and Title VI-D to conduct a massive, statewide dissemination of information of P.L. 94-142 and Minnesota Chapter 211. The initial development of the public information project was proposed by a committee composed of 12 members representative of parent advocacy organizations, superintendents, teachers, school administrators, and State Department of Education personnel. This committee made recommendations for and approved various public information projects. The Minnesota Resource Center's emphasis was limited to specifics on appraisal and individualized educational programming.

The subcommittees worked with the Publications Department in the State Department of Education in coordinating graphics, layouts, covers, etc., and helped to develop the products to be disseminated throughout the state. These products included appraisal and programming aspects relative to P.L. 94-142 and Minnesota Chapter 211. These products are as follows:

1. The parent's brochure, an eight-panel, four-color fold-out which outlined special education information for parents of handicapped children and youth.

2. Administrator's slide/tape: the administrator's slide/tape is an audio-visual presentation which describes the responsibilities of school districts as identified by state and federal laws concerning appraisal and programming for special education

3. A teacher slide/tape presentation emphasizing the programming and appraisal aspect of P.L. 94-142

4. A public information manual to assist public school personnel in the development of a public information system for appraising and programming handicapped children

5. A parent's manual, detailing what parents of handicapped children and youth should know concerning special education laws and how parents and the schools can work together legally to ensure effective appraisal and programming

6. A special education administrator's manual, a guide to the implementation of the Minnesota special education law and rules (Chapter 211) and Public Law 94-142 for full service educational programs for the handicapped

7. A teacher's brochure providing information to teachers relating to handicapped children and youth, as well as the rights of the parents when the child is being appraised and/or programmed.

8. A preschool directory, a five-page guide, listing statewide preschool programs and diagnostic services provided for handicapped children

9. A standing display poster, 11" x 17,"that briefly states P.L. 94-142 and where to obtain information about full service programming for handicapped children

10. A two-panel display, 6' x 4 1/2', shown to state school board members at a Minneapolis convention

Results/Conclusions:

1. Hundreds of parents throughout Minnesota have been apprised of their handicapped children's rights. They now know about special education laws and procedures and whom to contact for further help and information.

2. Parents had an opportunity to talk with other parents whose children have various disabilities. This resulted in "cross communication" beyond categorical lines.

3. The eight regions received technical assistance from the Resource Center public information staff, the State Assistant Director, and the State RRC coordinator. The materials presented were accepted and redrafted to adapt them to their districts' needs. Five hundred copies of the "Reaching Out" manual were prepared and disseminated, 1,000 teacher brochures were reviewed and disseminated, and in excess of 5,000 parent brochures were distributed.

4. The slide tapes developed were presented over 500 times in the first nine months.

5. A total of 2,500 copies of the administrator's manual (some draft copies) have been disseminated to school administrators, parent groups and colleges.

6. Five hundred copies of the public information manual were disseminated to LEA. At least one co-op/district per region has used the manual extensively to enhance their child find systems.

7. A total of 20,000 teacher brochures have been disseminated. Follow-up requests from teacher organizations have put us behind schedule.

8. A total of 300,000 parent information brochures have been distributed. Numerous follow-up letters have been received requesting additional information.

9. The preschool directory was developed at the recommendation of the Governor's Council for the Handicapped. Copies have been sent to all 450 LEAs. The follow-up feedback has been positive and additional requests have been received.

10. At this point, the posters have not been distributed. They will be distributed just prior to the start of school.

11. The two-panel display has been used at the State School Board Convention. It was the most attractive Department display and motivated over 500 school board members to stop by, ask questions, view the slide tape, and take home a brochure.

Recommendations:

1. The State needs to have a psychologist on the staff as a part of the special education section team.

2. Workshops in the areas of assessment and IEP development should be continued in all program areas.

3. Continued development of a systems approach (TSES) should be stimulated in all regions so that equitable services are developed statewide.

4. Every district must develop printed information relating to their programs for active distribution to parents, administrators, and teachers.

5. The state has an obligation to continue to provide resources for parent training.

6. The state should develop a system whereby parent input is received prior to any significant decision made.

7. The public information project has been the most significant development of the Department during the past year. It must be continued as a high priority.

8. New information booklets and manuals on "How to Conduct a Hearing," "A Parent Talks to a Teacher," and "Data-Based Programming" must be developed.

Area I: State Program Development

GLARRC-Wisconsin

Element ID: Technical assistance via consultation, workshops, and dissemination of appraisal and programming procedures and instruments

Introduction: This element included consultation, training workshops, information dissemination of appraisal and programming procedures and instruments, and the maintenance of a data bank for assisting with needed appraisal.

Major Activities:

Consultation

The Wisconsin Resource Center provided consultation on nondiscriminatory appraisal and programming procedures and strategies in 1976 and 1977. Numerous consultations were held at the request of the local school administrators, the Cooperative Education Service Agencies (CESA) administrative staff members and state university staff regarding P.L. 94-142 and IEPs. WRC also assisted LEAs and the SEA in planning in-service programs and workshops. Consultations with special education staff at West Allis, Milwaukee, and Beloit-Turner Public Schools led to a proposal which was accepted by the WRC for funding. Consultations were conducted with LEA staff concerning individual students in need of new or alternate IEP planning.

Workshops

In 1976, the Wisconsin Resource Center:

Sponsored a training workshop with CESA 4 for parents and school board members to develop greater awareness of problems in assessment and programming of EEN children

Supported and assisted the Madison Public Schools in the development and presentation of in-service training to teachers in the use of "Self-Control Behavior Inventory "

Participated in the development and presentation of and co-sponsored with the SEA a training workshop for teachers on assessment and evaluation of the severely handicapped, physically impaired children

Assisted the SEA in the development of a training workshop on "Improving and Identifying Assessment and Programming of Young Handicapped Children in Wisconsin Schools "

Provided assistance to two CESAs in the development of and sponsored training workshops on "Directions for Instructional Change" which provided information for developing skills in the areas of assessment and programming for exceptional children

Provided technical assistance to the West Allis Public Schools with an in-service proposal entitled "Project Price" which provided school personnel with background information, techniques, and instructional strategies relating to career education for EMR students

Co-sponsored with GLARRC Central an informational program for SEA staff on "IEPs," held in November, 1976

Sponsored a "Trainer of Trainers" IEP workshop in Madison in December, 1976, conducted by NASDSE representatives for 92 persons geographically distributed

In 1977, the Wisconsin Resource Center:

Provided assistance for implementation of 18 statewide workshops on IEP for 2,000 special education teachers in the field in January, 1977

Sponsored three workshops in January, 1977, on the least restrictive environment for 300 teachers and administrators. The three SWISS workshops (Simulated Workshop and Information on Straddle Schools) designed for regular educators, used simulation to solve potential problems with the integration of EEN Children into regular classrooms.

Sponsored an early childhoood education workshop for 300 special educators in January, 1977

Conducted two workshops on the assessment of the severely handicapped child and the roles of education and welfare serving the child for social workers and community action persons in February and April, 1977

Conducted a workshop on evaluation of services to the severely handicapped child in alternate family care for home social workers and Department of Public Instruction staff consultants in May, 1977

Information Dissemination

The WRC coordinator and socio-educational consultant disseminated information and distributed publications to explain WRC services, including the following:

Developed with SEA staff and distributed 2,000 copies of a document entitled, "Individual Education Plan Development Process "

Developed and field-tested two simulation training packages (part of the SWISS program) which are available to regular educators and administrators

Presented information about WRC services at GLARRC Advisory Committee meetings at the University of Wisconsin-Eau Claire Special Education Conference and at the State Superintendent's Fall Conference

Discussed WRC activities and presented information on making direct service referrals to staff at the Marshfield Clinic and to staff at CESA #8

Described WRC services to participants at an early childhood in-service workshop

Developed a Boarding Home Manual detailing the "dos and don'ts of boarding homes," and a pamphlet to enhance public awareness of boarding home placements for exceptional children

Data Bank

The Wisconsin Resource Center compiled information on screening, assessment, and educational programming of value in providing services to the clients. This information included the following:

1. A listing of resource persons and a listing of organizations or agencies which provide assistance in appraisal of educational programs for children with exceptional educational needs

2. The Basic Life Functions Instructional Program Model, a curriculum model which covers the 10 areas of persisting life needs that can be used for programming children with exceptional educational needs and developmentally disabled children

Results/Conclusions:

1. A substantial number of teachers in the state were trained in IEP through numerous in-services and workshops, and in turn, they provided IEP training to other teachers in the field.

2. Wisconsin was one of four states selected by BEH to take part in Project IEP. The WRC coordinator served as liaison between The Wisconsin Department of Public Instruction and BEH for this project.

3. As a result of consultations with LEA staff regarding students in need of new or alternate IEP planning, the students' needs were re-evaluated and local sources were restructured to meet their needs.

4. Simulation workshop packages were made available.

5. A manual on boarding homes was produced.

6. A listing of resource persons and agencies on appraisal and programming was compiled.

Recommendations:

There is a great need for continuing workshops on IEPs to train all pertinent personnel in the format and use of IEPs.

Area 1: State Program Development

GLARRC-Central

Element ID: Provided technical assistance via consultation, workshops, and dissemination of appraisal and programming procedures and instruments

Introduction: This element included: consultation, training workshops, and information dissemination of appraisal and programming procedures and instruments.

Major Activities: Consultation and Training Workshops:

The GLARRC-Central office completed, edited, and disseminated reports and materials from the Minneapolis workshop entitled "Providing Appraisal and Professional Training Programs to Assist Handicapped Children." In addition, each state received a library (portfolio) of back-up materials relative to the topics presented at the workshop.

In cooperation with the Minnesota School Psychologists Association, GLARRC-Central co-sponsored a conference in Rochester. The psychologists in attendance were made aware of their part in conforming to federal legislation which mandates the appraisal and educational programming for all children thought to be handicapped and in need of exceptional educational services.

GLARRC-Central financed a Minnesota SEA in-service in Mankato which addressed itself to state program development. The Coordinator provided technical assistance to the Minnesota RC for the program on "Identifying, Assessing, and Programming: Requirements of State and Federal Law." This conference was attended by Special Education Regional Consultants (SERCs) and staff of the Special Education section of the Minnesota Department of Education.

In addition, GLARRC-Central provided technical and financial assistance to the Minnesota RC director and the coordinator for their state program conference which was held at Brainerd. This conference, entitled "Identification, Assessment, and Programming for Handicapped Children: Implications of State and Federal Law," monitored by Central's Coordinator, was attended by Minnesota directors of special education, SEA special education staff, and related personnel.

Michigan RC workshops which were funded in part by GLARRC-Central included the following:

1. "Institute on More Effective Assessment and Programming for the Autistic/Severely Emotionally Impaired Pupil"
2. "Development of Criteria for More Appropriate Educational Appraisal and Placement of Special Education Pupils in Regular Classrooms"
3. "The Law As It Relates to Handicapped Children"
4. "Parent Consultation As An Alternative to Litigation"
5. "Special Education Due Process Procedures"

GLARRC-Central's Coordinator provided consultation and technical assistance to participants in one of the 18 locally-based IEP training workshops held throughout the state by the Wisconsin Resource Center. These workshops were funded in part by GLARRC-Central.

Information Dissemination:

GLARRC-Central purchased 51 copies of a 16-minute filmstrip with cassette and a hearing handbook for the Michigan Resource Center. These were used in due process hearing procedures workshops throughout the state. Packets of materials on fundamental locomotor skills were also financed by Central for use by the Michigan RC in 22 of the state's 45 centers where in-services were held to train LEA staff to appraise and program handicapped children for physical education.

At the request of the Minnesota Resource Center, consultation and financial assistance was provided by GLARRC-Central to the Parent Advocacy Coalition for Educational Rights (PACER) as they developed and prepared materials for use in regional workshops for parents. The parent groups worked with the Minnesota RC to prepare radio, television, and DIAL Codaphone announcements to publicize the workshop for parents entitled,"Is Your Child Handicapped? How You Can Help Get the Best Education for your Child." These messages publicized the parent workshops on parents' rights, due process, and individual educational programming. PACER developed the flyers announcing the workshops and a video tape and script which deliniated models for conciliation conferences and the hearing process. GLARRC-Central responded to requests from intermediate units in Minnesota for information and materials on multi-disciplinary teams, their composition, and their responsibilities.

The Wisconsin RC requested assistance with the purchase of instructional and informational materials which were then distributed to teachers who attended the IEP workshops sponsored by the Wisconsin RC. GLARRC-Central purchased 225 copies of a resource manual entitled "Individualized Education Plan Development Process" and 200 copies of a handbook entitled "Child Identification: A Handbook for Implementation" for use throughout Wisconsin.

Proceedings of a GLARRC-Central Training Conference, entitled "Providing Appraisal and Professional Training Programs to Assist Handicapped Children," were disseminated to the 400 participants, the State Directors of Special Education, and the State RC Coordinators. This conference was held to assist parents and professionals to gain knowledge and expertise in the areas of educational appraisal and programming for handicapped children.

GLARRC-Central assembled and distributed packets of materials on due process and on individualized educational programming throughout the four-state region. The Coordinator also developed "state of the art" materials on appraisal and programming which were disseminated to the state RC coordinators. Additional copies of the four publications in the "With Bias Toward None" series on nondiscriminatory assessment, published by CORRC, were purchased and disseminated to the four state resource centers in Region 6.

GLARRC-Central acquired the following materials which were distributed to the State RCs:

Program Planning Guidelines: A Review of Research with Implications for the Education and Training of the Severely to Profoundly Mentally Retarded

Assessment of Children with Sensory Impairments: A Selected Bibliography

Mental Retardation: Century of Decision

Assessing the Learning Disabled: Selected Instruments

Diagnostic Assessment Task Handbook

Supportive Activities for Prescriptive Programming

Program Planning Guidelines

Preschool Programs for Handicapped Children: A Guidebook for the Development and Operation of Programs

Training Parents to Teach: Four Models

Individualized Programming for the Severely-Multiply Handicapped

In addition, GLARRC-Central obtained copies of the new college board admission testing program for students who are handicapped and disseminated these to the states in Region 6.

Results/Conclusions:

The financial resources, technical assistance, and consultation offered by GLARRC-Central to the Resource Centers allowed for the production of several workshops, which, in turn, enabled a substantial number of special education teachers, school psychologists, special educational regional consultants, and SEA special education staff in the state to be apprised of IEP legal requirements and trained in IEP development.

The acquisition and dissemination of instructional and informational materials to the Resource Centers and to participants in workshops held throughout the state provided back-up information to client agencies and workshop participants on appraisal and programming procedures and instruments.

Recommendations:

There is a need to continue support of state efforts on awareness and competency building from outside sources. This is especially needed in times of fiscal restraints which prevent states from fulfilling the mandate for the optimum educational program for all.

Area I: State Program Development

GLARRC-Indiana

Element IE: Other strategies for stimulating or developing intrastate and state capacity for child appraisal and educational programming

Introduction: This element contains assistance to the state in developing plans for special education related to appraisal and educational programming; developing communication liaison between all those concerned with the handicapped; and the development of systematic criteria for diagnosing handicapped children.

Major Activities: During 1975-76, seven SEA meetings dealing with Indiana State Plans and comprehensive planning were attended. The coordinator worked closely with the Division of Special Education and the Division of Pupil Personnel Services in order to interface available funds and workscope activities for maximum state benefit.

Activities were initiated which led to the development of state guidelines for school psychological services interns in the public schools. A questionnaire was distributed to internship supervisors throughout the state by the consultants for psychological services at the SEA level; responses were organized; and a panel of supervisors, university trainers in school psychology, and school psychology interns was created to develop internship guidelines during January, 1976.

In March, 1976, GLARRC-Indiana organized a two-day planning session of SEA personnel which focused on state planning for nondiscriminatory evaluation and placement procedures. Results of this meeting were presented by GLARRC-Indiana at a two-day meeting of the Indiana Special Education Advisory Council in July. During August, GLARRC-Indiana sponsored an intensive two-day planning session with the Indiana Division of Special Education staff. Goals, objectives, and specific activities were developed in conjunction with the Division of Pupil Personnel Services staff during this time as well.

GLARRC-Indiana planned and established a model operation for multidisciplinary assessment, evaluation, and individualized education programming during the fall, 1976, in cooperation with Indiana University at South Bend and the Porter County Special Education Cooperative. The Porter County Special Education Cooperative was visited to provide consultation for the initiation of the project, and an intensive training session for the Porter County multidisciplinary team was conducted by Dr. Tony Byles of McNeese State University, Lake Charles, Louisiana, in December, 1976.

During the winter, 1975-76, communication was established with: the executive board of the Indiana Psychological Association; the School Psychology Division I of the Indiana Psychological Association Executive Board; the greater Indianapolis School Psychologists group; the Southern Indiana Education Center; the National Association for State Consultants for School Psychological Services; psychologists on the staff of the Indianapolis Association for Retarded Citizens' Noble Center; a ten-county conference of pupil personnel workers; the Coordinating Office for Regional Resource Centers; administrators of local school corporations; and groups of parents of handicapped children.

In coordination with the Center for Innovation in teaching the Handicapped at Indiana University and the Indianapolis Public Schools, a project was established to develop systematic behavior criteria utilized in diagnosing in-school populations of emotionally disturbed children. The project was underway by September, 1976, and was finalized in January, 1977.

Results/Conclusions: The activities listed above have generated a set of state guidelines related to school psychological services internships which has been disseminated to all school psychological training programs and to all public schools in Indiana.

Guidelines for the implementation of special education program reviews throughout the state were finalized during the fall, 1976, and the first pilot program reviews were conducted in December as a result of the SEA planning sessions. To date, approximately one-third of the special education programs in Indiana have been reviewed as a result of this process.

GLARRC-Indiana developed procedural guidelines for assessment and placement for consideration by the Indiana Special Education Advisory Council to be included in the revision of the Indiana Special Education Rule S-1.

Information was gathered concerning the feasibility of a multidisciplinary team approach to evaluation and program-planning in the local schools. In addition, the effectiveness of such an approach when applied to the case conference committee process was also investigated. The project proved so effective within the first six months of its implementation that the Porter County Special Education Cooperative has incorporated the approach into its routine evaluation and placement procedures.

Teacher consultations were conducted and data concerning student behavior were collected. The Indianapolis Public Schools are supportive of elements of the project to the extent that the project will be supported financially after January, 1977, with an extended activities schedule.

A final project report was submitted to GLARRC-Indiana and to the Indiana state consultant for emotionally disturbed children.

Area I: State Program Development

GLARRC-Minnesota

Element IE: Other strategies for stimulating or developing intrastate and state capacity for child appraisal and educational programming

Introduction: This element includes a needs assessment and report of current services available for handicapped children and the development of due process procedural guidelines.

Major Activities: A document was developed to determine the current services and needs for services of preschool and school-age handicapped children in Minnesota. The data was collected in 1976 from a random sampling of persons who were visited by fieldworkers in their homes. Everyone in the particular home was accounted for from birth to death using an in-depth questionnaire to find out if anyone existed in the family with some limitation (reading problem, physical handicap, socialization problem, etc.). Someone having a specific problem brought further direct questions,---what kind of service was the person getting, who from, where,---in order to pinpoint services by geographic region.

RRC funding took care of 1,500 hours of coding by 16 persons, 400 hours of check coding by two persons, and 230 hours of supervision by one person.

Results/Conclusions: A needs assessment was completed.

Recommendations:

1. This project must receive adequate state funding so that critical planning can be accomplished over an extended period of time.

2. This project should be subsumed into the Department of Human Services as an integral component of its on-going operation.

Area 1: State Program Development

GLARRC-Wisconsin

Element 1E: Other strategies for stimulating or developing intrastate and state capacity for child appraisal and educational programming

Introduction: This element contained assistance to the states in developing a comprehensive state plan for special education, a state-of-the-art survey of diagnostic instructional resources, and the development of guidelines for assuring due process procedures in the identification and assessment of all handicapped children.

Major Activities:

In 1975, the Wisconsin Resource Center cooperated with the SEA in planning for effective delivery of mandated services for exceptional children.

The WRC socio-educational consultant served as co-chairman of the Child Find Committee of the State Plan for the Education of Handicapped Children to develop criteria for use by school districts, parents, and non-school agencies to assist in referring children with exceptional educational needs.

The Wisconsin Resource Center surveyed the state and adjacent regions for information on diagnostic and instructional resources for EEN children.

The Wisconsin Resource Center staff worked with legislative staff on the development of guidelines for due process procedures.

Results/Conclusions:

Criteria were developed with input from educators, parents, related professionals, and medical persons for a state plan for the SEA to assist in the referral of EEN children.

The Behavior Resource Guide, a guide for assessing and programming children with behavioral disorders or learning disabilities, was implemented in two areas in the state.

The Basic Life Functions Instructional Program Model, a Wisconsin-developed curriculum guide, was introduced as a resource for programming in 21 areas of the state.

Guidelines for assuring due process procedures in the identification and assessment of all handicapped children were developed and incorporated into the Wisconsin Rules and Regulations. WRC staff members distributed guidelines and assisted in interpretation as required.

A listing of professional resources and organizations which provide assistance with appraisals of and educational programming for EEN children was developed.

Recommendations:

Funds are needed to effectively and constantly develop, up-grade and operate a state plan for educating the handicapped.

Area I: State Program Development

GLARRC-Central

Element IE: Other strategies for stimulating or developing intrastate and state capacity for child appraisal and educational programming

Introduction: This element included the development of comprehensive State Plans for Special Education and the maintenance of a data bank for educational prescriptions.

Major Activities:

GLARRC-Central notified SEA/LEAs that assistance was available to help them develop comprehensive state plans for special education. Members of each state RC cooperated with their respective State Directors of Special Education in the development of effective delivery of mandated services.

Central's Coordinator consulted with the Michigan RC Coordinator on state plan implementation.

Documents containing guidelines for implementation of P.L.94-142 in Michigan are the direct outcomes of several workshops which were presented by the Michigan Resource Center. The GLARRC-Central served as the facilitating agency for five workshops:

1. "Parent Consultation As An Alternative to Litigation"
2. "The Law As It Relates to Handicapped Children"
3. "Special Education Due Process Procedures"
4. "Development of Criteria for More Appropriate Educational Appraisal and Placement of Special Education Pupils in Regular Classrooms"
5. "Institute on More Effective Assessment and Programming for the Autistic/Severely Emotionally Impaired Pupil"

The Minnesota RC Coordinator received GLARRC-Central consultation on ways in which the Minnesota special education consultants could cooperatively work with their state RC to implement the state plan for P.L. 94-142 and Minnesota Chapter 211 at the local and state regional levels.

GLARRC-Central consulted with and financed three consultants to the Minnesota RC who prepared radio and television spot announcements, flyers, and developed video tapes on staffings for appraisal and programming. These video tapes included parents' rights; what constitutes a handicapping condition; where to obtain information and assistance with appraisal and programming; and how parents can organize a support group to ensure effective services.

The consultations provided by the GLARRC-Central Director and the Coordinator involved mid-course changes for the state RCs, interpretation of directives for the regional resource centers; assistance regarding P.L 94-142 guidelines; consultation for the preparation of their continuation proposals; and special problems as identified by each state RC coordinator.

GLARRC-Central encouraged the state RC coordinators to identify promising educational prescriptions as a resource for the region and to share this information through the Central office.

Results/Conclusions: The development of state plans were facilitated by GLARRC-Central. Consultation and financial support assisted states in clarifying their support of recent legislation and newly discovered needs in the area of education for the handicapped.

Recommendations: The kind and extent of support provided should be continued. Infrequently do states have sufficient budget to provide for a comprehensive review and implementation of activities designed to assist any given special population.

Area 2

Educational Appraisal

Workscope Elements

2A Provide tesitng for referred persons.

2B Provide evaluation for referred persons.

2C Announce available services and service criteria through SEAs.

Area 2: Educational Appraisal

GLARRC-Indiana

Element 2A: Provide testing for referred children

Major Activities: The following activities were emphasized:

1. Indirect diagnostic testing for educational appraisal
2. Direct Service referrals
3. Information concerning direct service funds to those special education directors who had not utilized the referral process

Results/Conclusions: Provisions were made to provide testing for handicapped children.

Area 2: Educational Appraisal

GLARRC-Michigan

Element 2A : Provide testing for referred children

Major Activities:

Direct diagnostic testing for educational appraisal was conducted at the ISMRRD's (Institute for the Study of Mental Retardation and Related Disabilities) Educational Appraisal Project for Multiply Impaired Children, where specific diagnostic and educational prescriptive services were offered for children in Michigan suspected of having both visual and auditory handicaps.

The design of the project was modified because many children and families needing specific assessment or educational consultation services were not able to spend a full week at the Institute and, in fact, did not require the degree of comprehensive interdisciplinary evaluation that first had been envisioned. A community-oriented approach was begun which made available the resources of our interdisciplinary team to a child's school and family through an educational liaison.

Results/Conclusions: Direct service was provided for 10 children referred to this project in 1976.

Area 2: Educational Appraisal

GLARRC-Wisconsin

Element 2A: Provide testing for referred children

Introduction: This element included screening of those children thought to have exceptional educational needs and the provision for indirect screening and the identification of referred children.

Major Activities:

Wisconsin Resource Center staff participated in visits to schools, homes, and clinics to consult with LEA staff on determining whether children needed exceptional education services.

The Wisconsin Resource Center socio-educational consultant assisted with the initial screening and referrals for children who were referred for services. Consultations took place with LEAs and resource persons or clinics,and home visits were made to families.

Conferences were held with classroom teachers on individual children's problems followed by recommendations for specific assessment. These LEA visits were also used to explain why certain children were not appropriate for referral.

Other visits to resource persons and agencies who assessed children or were being considered as assessors were used to familiarize the WRC staff with the operation of the various resource agencies and vice versa.

Home visits were made with parents to encourage them to allow their children to be assessed. In addition, home visits were made to observe the children in their home settings.

Children suspected of needing EEN services were screened and referred. Assessments included neurologicals, psychiatrics, neuropsychologicals, orthopedics, audiologicals, speech and language, or a combination of these assessments. Identification was determined as a result of indirect screening of referred handicapped children.

Results/Conclusions:

The WRC socio-educational consultant made a total of 104 visits in 1975: 61 to LEAs, 13 to resource persons or agencies, and 30 to homes. In 1976, 57 visits were made: 31 to homes, 16 to resource persons or agencies, and 10 to LEAs.

A total of 90 children were appraised through direct service by the Wisconsin Resource Center in 1976.

Wisconsin appraised and identified through indirect services 107 children in 1975-76, and, as a result of re-evaluation in 1976, 15 children had their programs revised or redeveloped. In 1977, 106 children were re-evaluated with the result that significant revisions were made in the programs of 14 of these children.

Recommendations:

The opportunities for parents and school districts to use the resources of outside agencies to provide appraisal and programming should be continued.

Area 2: Educational appraisal

GLARRC-Indiana

Element 2B: Provide evaluation for referred children

Introduction: This element included appraisal and reappraisal for children referred with suspected handicapped conditions.

Major Activities: The Indiana Resource Center had 103 children referred for direct service; 101 were appraised. Consultation was provided to individual referring agents in regard to agencies providing the services, approximate fees, parental expenses, and resulting impressions of the services provided.

Results/Conclusions: Children were appraised and consultation was provided to referring agents.

Very few children in Indiana were referred for reappraisal. Because of the number of requests for original services and the limited number for continuing service, a mid-course correction diverted these funds into direct service for appraisal and programming.

Area 2: Educational Appraisal

GLARRC-Michigan

Element 2B: Conduct appraisal

Introduction: This element contained activities related to appraisal of handicapped children.

Major Activities: The Michigan Resource Center provides appraisals by consultants or agencies for referred children suspected of having multiple handicaps. The consultants also prescribe an educational program for each child. To date, a Deaf-Blind Appraisal Project has has been operated through the Institute for the Study of Mental Retardation and Related Disabilities (see Element 2A) at the University of Michigan. The diagnostic activities of the project are supplemented by extensive direct consultation and assistance to teachers and parents on specific educational programming. It was found that the on-site consultation within classrooms expanded the number of children who benefited from the project's activities because programming recommendations for one child will often be applicable to other children in a particular classroom or to children who are served at some later date.

Results/Conclusions:

Appraisal was conducted for a total of 78 children during 1976-77. One student was placed in Indiana for diagnosis and vocational evaluation and received two weeks of services.

Recommendations:

Appraisal should continue to be offered for those children who have no adequate financial support.

Area 2: Educational Appraisal

GLARRC-Minnesota

Element 2B: Provide evaluation for referred children

Introduction: Contained in this element are appraisal and reappraisal.

Major Activities: In 1976, the Minnesota coordinator notified the Special Education Regional Consultants (SERCs) of the appraisal services and reappraisal services available for referred children who appear to be handicapped, particularly those suspected of being severely or multiply handicapped.

GLARRC-Minnesota's coordinator completed eight in-services of Special Education Regional Consultants concerning the use of Direct Service. A total of 100 persons were appraised through direct service by the Minnesota Resource Center and 60 persons received reappraisal in 1976.

Results/Conclusions:

1. Students with severe and profound handicaps are being educated in Minnesota school districts. Valid assessment and reassessment data is critical if the needs determination is going to be accurate. These 160 students were assessed/reassessed by highly trained personnel, thereby better assuring that the data are valid.

2. The accurate and complete assessment/reassessment data and the available consultation resulted in the development of appropriate IEPs for these severely profoundly handicapped students.

3. As a result of the reappraisal activity, the Department has included "reassessment" as a required provision in State Rule (EDU 126).

Recommendations:

1. The SEA and LEAs should finalize the development of regional low incidence projects which would serve all districts.

2. Agreements between agencies serving handicapped persons should be formalized so that ready access to outside resources would be possible.

3. Periodic assessment of these students should be conducted at least once during the next two years.

Area 2: Educational Appraisal

GLARRC-Wisconsin

Element 2B: Provide evaluation for referred children

Introduction: This element included providing evaluation for referred children.

Major Activities: The WRC socio-educational consultant assisted LEAs in coordination of services for special need/low incidence populations. This included children needing special education classes but living too far from school to be transported each day.

Results/Conclusions: A total of 90 children were appraised through Direct Service in 1976. In 1975-76, 107 children were appraised through indirect services. The 107 children appraised in 1975-76 were re-evaluated in 1976 and 15 handicapped children had their programs revised or redeveloped. In 1977, of the 106 handicapped children placed, programs were revised or restructured for 14 of them.

Area 2: Educational Appraisal

GLARRC-Central

Element 2C: Announced available services and service criteria through SEAs

Introduction: This element included the compilation, updating, and announcing of RRC services and service criteria for the SEAs.

Major Activities:

The GLARRC-Central office maintained files and made available a list of GLARRC services. This service was also provided through the state resource centers. In addition to responding to personal calls and contacts and to written requests for information, GLARRC-Central developed and disseminated an informational brochure which announced and defined its services plus a slide/tape presentation.

The GLARRC-Central Director and Coordinator regularly reviewed and emphasized these services with the Region 6 Policy Board and the Advisory Committee. They visited the four state RC offices at which time RRC national developments and BEH requirements were shared with the state directors of special education, the RC coordinators, and other interested staff persons.

Several agencies and organizations which received announcements of available RRC services and service criteria are:

1. Minnesota School Psychologists Association
2. Director, Deaf-Blind Project, Institute for the Study of Mental Retardation and Related Disabilities, Univ. of Mich., Ann Arbor,
3. Home Visitation Consultants: Developmental Disabilities Wisconsin Central Colony, Madison
4. Region 6-ALRC/RRC staff interaction at Oshkosh, Wisconsin
5. Wisconsin Department of Public Instruction: staff meeting
6. Wisconsin DPI: Bureau of Exceptional Children monthly meetings
7. Wisconsin DPI: Federal Support Programs Section
8. Wisconsin DPI: School District Administrators
9. Council for Exceptional Children: national, state, and local meetings
10. Other professional organizations

Results/Conclusions: Services of the Regional Resource Center were announced by a booklet, slide-tape presentation and direct contact with interested individuals and groups as well as the Policy Board and the Advisory Committee.

Recommendations: The services of the Regional Resource Center would have been even more widely known if direct announcements to agencies and public and private groups had occurred. As it was the individual state departments of education did not with equal intensity emphasize the Regional Resource Center.

Area 3

Educational Programming

Workscope Elements

3A Develop educational programs for referred persons.

3B Consult with schools and other agencies relative to programming.

3C Consult with parents and teachers at regional center upon request.

Area 3: Educational Programming

GLARRC-Indiana

Element 3A: Develop long, short, and immediate range educational programs for referred children

Introduction: This element contains educational programs developed for referred children.

Major Activities: While individual educational programming continues to be provided through direct service funds, no assistance has been required of GLARRC-Indiana in the form of direct consultation service. However, many requests have been processed for referral to appropriate agencies for individual program development. GLARRC-Indiana assisted special education directors in locating appropriate agencies for this service.

Case Conference: A Simulation and Source Book has been printed and disseminated to special educators throughout the state. GLARRC-Indiana provided a great deal of input for this publication which includes a procedures section that clarifies guidelines for setting educational goals and developing individual educational plans.

Educational progamming for referred children was provided indirectly.

GLARRC-Indiana informed directors of special education throughout the state of monies available for the indirect provision of prescriptive programming services. Referrals were processed for assessment and individual educational programming.

Results/Conclusions: Requests for assistance to process handicapped children for individual program development were met. A source book was published for Case Conference procedures.

Area 3: Educational Programming

GLARRC-Wisconsin

Element 3A: Developed long, short, and intermediate-range educational programs for referred children

Introduction: This element included the development and revision of individualized educational programs.

Major Activities:

IEPs

Procedures have been developed by the Wisconsin Resource Center for programming children through direct and indirect services. Contracts were written for all appraised children providing for the development of individual educational programs. Individualized educational programs were developed for implementation by the school districts. After the WRC arranged for an appropriate evaluation determined by the child's needs, the socio-educational consultant facilitated the coordination of information by correspondence, telephone calls, and/or by site visits.

Revision and Redevelopment

The WRC socio-educational consultant worked with the director of special education and the social workers on re-evaluations and/or revisions of IEPs for all EEN children placed in boarding homes. Evaluations were accomplished through several on-site visits by the socio-educational consultant to LEAs and a two-day statewide meeting involving directors of special education and social workers. Each year all local social workers and directors of special education attend an evaluation meeting, the purpose of which is to review that year's program experience.

Results/Conclusions: A total of 90 contracts were written to develop individual educational programs for the referred children (direct service). Forty additional referrals were found to be inappropriate for WRC evaluation services, and in these cases the socio-educational consultant assisted the LEAs in contacting suitable local resources for these children or referred them to the SEA educational consultants for follow-up.

All boarding home/educational placements were reviewed and revisions were made where appropriate. A total of 107 children (indirect service) were placed in 1975-76, and 15 handicapped children had their programs revised or redeveloped as a result of program evaluation in 1976. In 1977, of the 106 children placed, 14 had their programs revised or restructured.

Area 3: Educational Programming

GLARRC-Indiana

Element 3B: Consult with schools and other agencies relative to programming

Introduction: Teachers were consulted in relation to individual educational programming planning.

Major Activities: An activity was planned to provide consultative services to those schools involved with Direction Service. Due to the denial of funding for the Direction Service proposal, some of these funds were available for other activities.

The funding provided to the Indiana Resource Center for this strategy reflected the role played by the IRC coordinator. During the summer of 1976 the coordinator consulted with SEA personnel regarding the following: (1) interface of VI-B programs with the IRC projects; (2) advisability of expanding and continuing neurological evaluations for LD children; (3) scope of VI-C in the coming months and years; (4) statewide awareness campaign for school counselors; (5) the role of consultants at SEA level for optional LEA benefit; and (6) how nondiscriminatory evaluation and placement procedures benefit all children and what specific procedures need to be adopted into state policy. Such topics are examples of the kinds of concerns with which IRC dealt. In addition, several LEA and local service agency consultations were conducted regarding existing program difficulties and plans for modification over the next months or year.

During the fall, 1976, the Indiana Resource Center coordinator participated in numerous planning sessions with SEA staff members from the divisions of Special Education and Pupil Personnel Services. At least eight specific consultations with LEA personnel regarding broad-scale programming (rather than workshops, direct service, individual student problems) were conducted. Among the consultations conducted with those other than SEA, IEU, LRC, or LEA for broad-scale programming, the one involving the most impact was with the Low Vision Clinic personnel at the Elkhart Rehabilitation Center.

Other consultation activities involved the IRC coordinator at the conference for the Indiana Psychological Association making an hour-long presentation to approximately 100 school psychologists regarding nondiscriminatory assessment; chairing a meeting of the IRC advisory board; participating in a meeting concerning children's rights to free appropriate public education for a group of approximately 50 parents of learning disabled children from the Evansville area Council for Learning Disabilities; participating in the executive board meeting of the School Division of the Indiana Psychological Association; and participating in two meetings of the Advisory Council of the American Council for Learning Disabilities/National Institute for Juvenile Justice and Delinquency Prevention's Research and Demonstration Project.

Results/Conclusions: As a result of the consultations, school systems throughout Indiana were made aware of a number of services available to youngsters and to schools.

Area 3: Educational Programming

GLARRC-Michigan

Element 3B: Provide consultation for implementation of individual educational goals

Introduction: Included in this element are all the approaches used to provide adequate programming for handicapped children in Michigan

Major Activities: A staff member from Eastern Michigan University consulted on the development of plans to provide an in-service for the 12 Regional Diagnostic Centers on new methods for measuring the output measures of projects and on needs assessment methods for child find efforts. A meeting was held with Kent Intermediate School District administrators of special education on critical issues on prescriptive programming for the severely impaired.

Results/Conclusions:

A site visitation to the Gaylord State Home and Training School reviewed the regional diagnostic program and provided in-service technical assistance to staff and administrators, resulting in a written report detailing recommendations on strengthening the program delivery system for the school's educational director.

Site visitation teams evaluated the 12 Regional Diagnostic Centers and the 12 Pre-Primary delivery systems in Michigan. Conferences were held at the end of the visits with the staff of the respective centers or programs and the evaluators. The visitation teams developed written reports for the Michigan Department of Education regarding the strengths and weaknesses of the programs involved.

Recommendations:

The Michigan Department of Education has benefited from consultation offered to their Diagnostic Center and would like to obtain support for continuing this activity.

Area 3: Educational Programming

GLARRC-Minnesota

Element 3B: Consult with schools and other agencies relative to programming

Introduction: This element includes the development of administrative and parent manuals to enhance appraisal and programming for handicapped children; individual and broad-scale program consultation; consultative workshops on nondiscriminatory appraisal, policy and procedural needs for consultation conferences and IEPs; and on communication.

Major Activities: In 1976, Minnesota directors of special education were informed of consultation services available on educational programming which followed consultative services in appraisal.

One hundred and fifty (150) consultations related to implementation of individual educational programs prescribed for appraised handicapped students were made by LEA personnel with teachers, aides, program implementers, institutional administrators, and parents during the 1976-1977 budget period.

Consultation was provided to facilitate broad-scale program implementation. The Minnesota Resource Center coordinator met with people throughout the state, including parents, educators, administrators, and SERCs, to develop workshops to facilitate program implementation and enhance the programming of the Special Education Systems in the LEAs.

Each of the eight regions offered workshops to provide assistance on nondiscriminatory appraisal for psychologists and special education administrators and on compliance with P.L. 94-142.

Sixteen workshops were conducted. Five of the workshops were designed to teach participants how to implement appraisal and programming aspects of P.L. 94-142. A total of 50 principals, superintendents, special education directors, administrators, and new directors attended each of the five workshops. Two consultants from the University of Minnesota conducted the workshops. Activities included role-playing a placement team in the development of IEP procedure, reviewing P.L. 94-142 and Minnesota Chapter 211, and reviewing child-find requirements and procedures.

Each of the eight workshops were attended by administrators, special education directors, teachers, regional consultants, and lead teachers. These workshops were concerned with the training of persons to develop policies and procedures relating to conciliation conference, and IEP was conducted. A review of district policies and procedures relating to appraisal and programming took place.

Three of the workshops were conducted by SEA staff primarily for teachers of speech, TMR (trainable mentally handicapped), and multiply handicapped children. Federal and state guidelines were reviewed, and information was compared on how advanced their districts were in meeting full service goals in providing appropriate programming for all handicapped children.

In order to provide LEA staff substantive assistance to enhance their capability to provide educational programming, the SEA provided a comprehensive manual to school administrators. The draft manual was thoroughly reviewed in each of the eight regions and also at a statewide workshop for 150 persons which was financed by GLARRC. This manual made it possible for LEAs to develop appropriate programs. An initial draft of a parent manual was also developed. Schools did not understand the role of parents or how to provide parents comprehensive information. The draft of the parent manual provided an excellent model.

Results / Conclusions:

1. Every district had the opportunity to receive two levels of training:
   a. information relating to the new state and federal laws and state rules
   b. an implementation level by virtue of simulations, case studies, etc.

2. All disability area coordinators had access to compr hensive training in the area of IEP development.

3. While IEPs are not totally new in Minnesota, the consultation provided helped finalize a complete model.

4. The area of nondiscriminatory testing is confusing to educators. This policy is beginning to become more clear, and, as a result, a conscious level has been developed across the state.

5. The printed information provided LEAs information about educational programming and also served as a model for them to follow.

6. At least four districts had policies relating to conciliation conferences passed by their school boards.

Recommendations:

1. Ongoing training will need to occur in all regions in this area.

2. Districts need to develop and adopt formal policy relating to the delivery of educational programs to handicapped children.

3. Ongoing training for school administrators must be continued in order to keep them apprised of current policies relating to the law and rules.

4. Ongoing training for program coordinators relating to behavioral assessments, observation techniques, nondiscriminatory testing, etc., must be provided.

5. A system to disseminate appropriate programming practices must be developed so that all LEAs have access to appropriate models.

Area 3: Educational Programming

GLARRC-Wisconsin

Element 3B: Consult with schools and other agencies relative to programming

Introduction: This element included consultation for the implementation of individual educational goals and the facilitation for broad-scale program implementation.

Major Activities:

The WRC socio-educational consultant discussed with LEA staff the implementation of educational goals and the facilitation for broad-scale programming for all referred children by telephone and visits to the school districts, the homes, and to the evaluation centers.

Procedures for re-evaluating direct service for EEN children were developed. Direct Services Funds Follow-Up Record (CORRC Form IV) was utilized for the cases which were ready for follow-up.

Results/Conclusions:

Records were re-evaluated for 84 children using the The Direct Services Funds Follow-Up Record (CORRC Form IV).

A total of 140 consulation contacts were made by the WRC socio-educational consultant in 1976-1977 with directors of special education, classroom teachers, school social workers, natural parents, and boarding home parents regarding follow-up evaluations of severely handicapped children to ascertain the effectiveness of their educational programming.

Recommendations:

Because school systems and other agencies benefit from consultation on educational programming, this activity should be continued.

Area 3: Educational Programming

GLARRC-Indiana

Element 3C: Consult with parents and teachers at regional center upon request

Introduction: In this element consultations were held frequently by the coordinator with parents and teachers regarding individual children's needs.

Major Activities: A mid-course correction added this strategy to the Indiana Resource Center's projects to reflect more accurately the coordinator's role. The coordinator provided an average of five telephone consultations per day with parents and/or teachers regarding individual children's successes or difficulties. These consultations usually resulted in a direct service referral, or a referral to a local facility or to a consultant in the appropriate exceptionality area. Approximately 50 school site visits were conducted during the period of September, 1975, to the present which involved direct consultation. Of particular note during the summer of 1976 was the role which the IRC played in assisting the family of a learning disabled youngster to apprise them of their rights under the state special education rule and in requesting a hearing.

Consultations with parents were particularly high during the summer months in Indiana as parents anticipated changes in their youngsters' programming and other school-related difficulties. With the beginning of school, parent phone calls and consultations diminished sufficiently. Moreover, while consultations with administrators, supervisors, and special education directors continued at the same level, consultations with teachers diminished because of full-time classroom commitments.

Results/Conclusions: Consultation held with parents and educators enabled many handicapped children to be appropriately served.

Area 3: Educational Programming

GLARRC-Central

Element 3C: Consulted with parents and teachers at the regional center upon request

Introduction: This element provided for consultation in person or via phone with individuals or groups at their requests for consultation on educational programming.

Major Activities:

The GLARRC-Central staff provided information on educational appraisal and programming to teachers and parents of handicapped children upon request; however, GLARRC's efforts were mainly at the state resource center level.

GLARRC Central provided some direct consultation with teachers and other professionals as they sought more specific information on accepted practices and "the state of the art" relative to educational programming and possible sources for additional information.

Recommendations: Any agency which can facilitate communication between individuals and groups and enhance awareness of procedures and approaches for appraisal and programming handicapped children should be encouraged to continue. If such an agency would no longer exist, efforts should be made to secure similar support from another source.

Area 3: Educational Programming

GLARRC-Indiana

Element 3D: Periodically reexamine and reevaluate programs for client-children

Major Activities: Direct on-site follow-up evaluations of individual program effectiveness were conducted.

A tracking system for individual program evaluation was maintained.

GLARRC-Indiana established an individual file for each child referred through the IRC for evaluation and individual programming. Within each file, information was collected concerning the child's identification data, referring school system, past evaluative information, information sought, individual or agency to whom the child was referred, and pertinent follow-up data.

Results/Conclusions:

Evaluations were performed and followed up. Handicapped children were programmed.

Area 4

Sharing Resources

Workscope Elements

4C Participate with other RRCs (and ALRC within same region) to bring Learning Resource Centers' concept to clients in an articulated manner.

Area 4: Sharing Resources

GLARRC-Central

Element 4C: Participated with other RRCs (and the ALRC within the same region) to bring learning resource centers concept to clients in an articulated manner

Introduction: This element included: joint planning and service delivery activities with the Region 6 ALRC; exchanging of services and resource materials with other RRCs and with Region 6 ALRC; and development and maintenance of a communication system between the RRCs and CORRC for delivery of network services to LRC clients.

Major Activities:

A liaison person from the Great Lakes Area Learning Resource Center (GLARRC) was invited to each of the GLARRC Advisory Committee meetings. Frequent informal contacts were encouraged and maintained between the RCs and LRCs in each of the four states in Region 6. Two states, Michigan and Minnesota, employed Coordinators who were responsible for both the RC and LRC programs within their respective states.

Meetings were scheduled for joint planning between the Directors of Region 6 RRC and ALRC. The state directors of special education met with the Region 6 RRC and ALRC directors and suggested approaches whereby GLARRC and GLALRC could work together more closely, stressing the need for more communication of ongoing activities to the respective four states.

GLARRC-Central financed a trip to Washington, D.C. for the Director of the Minnesota RC/LRC to meet Norman Howe, BEH, at which time they discussed and clarified RRC procedures and services.

Frequent telephone communication between the GLARRC and the GLALRC Directors took place and resulted in knowledge and understanding of each other's activities. GLARRC cooperated with GLALRC by providing news items for the newsletter published by GLALRC.

The Central office handled requests for information and materials from other Regional Centers and received resource materials from several of these centers. In addition, assistance and resource materials were made available to the Specialized Office 3 of the Learning Resources Center network.

The GLARRC-Central Director served on the RRC Committee on State Program Development which produced a document for use by RRC personnel assisting SEAs. The document was entitled "Assisting SEAs in Bringing Appraisal and Programming Services to Handicapped Children: A Suggested Frame of Reference."

News items were forwarded on a monthly basis by the Information Specialist for the CORRC publication UPDATE which disseminated RRC information nationwide.

Members of GLARRC-Central staff maintained regular contact with CORRC by letter and telephone on network services and procedures. The CORRC-sponsored directors' meetings, CORRC committee, and subcommittee meetings provided a form for cooperation and exchange among the other regional resource centers, CORRC, and BEH/LRB.

The GLARRC-Central Director, Coordinator, and Management Information Specialist actively participated in their respective committees, the State Program Development Committee, the RRC Training and Communications Committee, and the Accountability Committee. The Coordinator also participated in a subcommittee which investigated and recommended to the RRC Directors the feasibility of identifying and inserting into NIMIS pertinent information on appraisal and educational programming for handicapped children. The GLARRC-Central Management Information Specialist provided input via CORRC for the RRC Accountability Committee. Staff persons from CORRC interfaced with GLARRC-Central assisting with program and fiscal accounting, development of continuation proposals, technical reports, and accountability reporting.

GLARRC-Central participated in several of the CORRC-sponsored and co-sponsored conferences and workshops: Non-Biased Assessment, Due Process, Programming for Handicapped Students at the Secondary Level, and Individual Educational Programs. All of these training workshops contributed to the quality of technical assistance to the states in Region 6.

Results/Conclusions: The Region 6 ALRC and ARRC have cooperated to plan and conduct a Policy Board meeting; to share information of organizing activities; and to advise each other on directions and strategies. GLARRC-Central has attended the Directors' meetings. Staff from Region 6 have cooperated in the review and development of documents which have been issued from the respective committees.

Recommendations: Greater use should have been made of the ALRCs and of the documents produced by both the State Program Development Committee and the Training and Communications Committee. Intensive in-service training on their use would have been appropriate.

Area 5

Project Accountability and Administration

Workscope Elements

5A Maintain accountability data required by the funding agency.

5B Administrative activities applicable to center.

Area 5: Project Administration

GLARRC-Central

Element 5A: Provided the leadership, coordination, and documentation which assured successful and responsible execution of the contract by maintenance of accountability data required by the funding agency.

Introduction: This element included the monitoring of project activities, fiscal monitoring, and articulated policy and procedures for utilizing direct service monies.

Major Activities:

GLARRC-Central utilized the RRC/CORRC accountability system for reporting to CORRC and BEH. The forms which were used to collect information from the four RCs provided summary data on specific programs, activities, products, and the clientele served. This information complimented the narratives for each strategy. The data collected on volume, time, cost, and output were used to monitor programs and cost efficiency.

In addition to the regularly scheduled meetings of the GLARRC Advisory Committee where program activities were reported, monitored, evaluated and modified, visits were made to the State RCs to monitor and evaluate project objectives.

The GLARRC-Central Director met with the Policy Board (composed of the four State Directors of Special Education) to evaluate the GLARRC program and to recommend additional programming.

Internal staff meetings were held regularly for the purpose of reviewing various programs, discussing problem areas, and developing future plans. At these meetings information was collected on GLARRC-Central's products and activities by the Management Information Specialist.

The Great Lakes Area Regional Resource Center obtained assistance from the contracting SEA (Wisconsin Dept. of Public Instruction) fiscal office for budgeting and records of expenditures. State RCs received their funds on a cost reimbursement basis and requested monies accordingly.

Each state had its own fiscal records system; however, the standardized forms used for fiscal reporting of project expenditures were the forms developed for the RRC/CORRC accountability systems and those used by the prime contractors.

Element 5A Summary

GLARRC-Central's Management Information Specialist visited State RC Offices as necessary and assisted them in the completion of their fiscal accountability forms.

Fiscal monitoring as well as the budgeting of mid-course changes were discussed regularly at the GLARRC internal staff meetings. The accounting assistant who works with the Title VI administrator was available on a regular basis to provide assistance as needed. Frequent telephone communications were made by GLARRC-Central staff to the Title VI administrator and his accounting staff, to the State RCs, and to the BEH project officer in regard to Region 6 fiscal monitoring.

The CORRC-developed Direct Service Referral Forms which detailed information on each direct service case and the amount of money required for appraisal and programming for a child suspected to need exceptional educational services were submitted by the State RCs to GLARRC-Central for approval. Summary information on completed cases was forwarded to GLARRC-Central on the Direct Services forms. GLARRC-Central retained all of the Direct Service Case files including information on status and cost.

Results/Conclusions: Program and fiscal monitoring were completed. Subcontracts were issued and monitored. Reports have been developed to verify monitoring.

Continuation proposals were developed and forwarded to USOE-BEH/LRB.

Recommendations: An inordinate amount of time was reflected in developing continuation proposals. A narrative development would have insured vitality and integration of a total organizational plan. As it was, the proposals became too fragmented because of pre-conceived form compliance by CORRC.

Area 5: Project Administration

GLARRC-Central

Element 5B: Developed and maintained all activities necessary for the implementation and documentation of planning, reporting, and professional development activities

Introduction: This element included the establishment of a Policy Board and an Advisory Committee; project reporting; participation in professional activities; participation in national and regional conferences, workshops, seminars, and other RRC-related activities; and the establishment of a system for data collection.

Major Activities:

One of the first activities of the Great Lakes Area Regional Resource Center was the establishment of a Policy Board and of an Advisory Committee. The Policy Board, composed of the four State Directors of Special Education which met periodically, was responsible for establishing policies and reviewing administrative procedures.

The Advisory Committee was composed of the four state resource center coordinators and the GLARRC-Central professional staff. Initially they met monthly, and later quarterly, to review service operations. An ALRC representative from GLALRC was present at each of the Advisory Committee Meetings which provided interface between the GLARRC and GLALRC.

GLARRC-Central's Director and Coordinator communicated at regular intervals via telephone calls, mail, and personal visits with each state resource center for project planning, strategy development, and mid-course changes. Liaison meetings were held with SEA, LRC or LEA for project planning.

Liaison meetings were also held with such diverse groups and organizations as the following: Association of American School Administrators (AASA), the National Institute of Education (NIE), the National Association of State Directors of Special Education (NASDSE), Wis. Dept. of Public Instruction/Bureau of Exceptional Children (Wis. DPI/BEC), and the BEC's committee on Planning for Federal Support Programs within the Wis. DPI.

The GLARRC-Central Management Information Specialist obtained accountability data on a regular basis from the Central Office Director and the Coordinator and from the State RC Coordinators. This data was essential in order to prepare the required accountability reports for CORRC and BEH. These included both progress reports and technical reports prepared from accountability forms such as: Consultation Fees and Travel Input; Purchase Requisition Order and Invoice Input; Program, Product, Informational Package Input; and Workshop, Demonstration, In-Service Training, and Program Input.

Element 5B Summary

After the reporting format was changed, GLARRC-Central instructed each state resource center Coordinator in the new procedures. Requests from CORRC to evaluate draft guidelines and working papers were honored as were calls for examples of RRC impact in Region 6.

All quarterly reports and other documents developed and produced by GLARRC-Central were disseminated to BEH, CORRC, and to the four state Directors of Special Education and to each state RC Coordinator as well as to GLARRC-Central staff.

The initial draft of the Final Technical Report was developed by the GLARRC-Central Director and the Coordinator and transmitted to the state RC Coordinators for review, corrections, additions, and completions. Their corrected copy was incorporated into the Final Technical Report.

GLARRC-Central's Management Information Specialist prepared and forwarded to CORRC a listing of supplemental materials produced by Region 6 since 1975. This was requested by CORRC for inclusion in the Final Technical Report Index.

The GLARRC-Central Director and the Coordinator are members of several professional organizations and are active in the programs of these organizationa at the local, state, and national levels. The Director is Secretary-Treasurer of the Wisconsin Educational Research Association (WERA). He served as Chairman of the Editorial Advisory Board for all publications developed and published by the Wisconsin Dept. of Public Instruction.

Both the GLARRC-Central Director and the Coordinator participated at the Wisconsin DPI's New District Administrator's Conference, the Professional Development meetings, and the Wis. State Supt. of Public Instruction's Annual Fall Conferences.
The Coordinator assisted in the reactivation of the Madison Area Council for Exceptional Children (CEC); served as advisor to the student CEC Chapter on the University of Wisconsin-Madison Campus; was a member of the State Executive Committee for CEC; advisor to the state CEC film theater; and was chosen as a delegate from the local chapter to the State CEC and the National CEC conventions.

Following an assessment of a need for a new CEC division which would address itself to vocational education and/or career education for handicapped students, the Coordinator initiated a petition to establish such a division.

The Board of Governors of the National CEC accepted and approved the petition for the Division on Career Development (DCD) in April,1976,and the GLARRC Coordinator was elected President-elect of the new division. She developed the first draft of the Constitution for the DCD and solicited, reviewed, and selected presenters for the National CEC/DCD 1977 program. In addition, she initiated a divisional exhibit for the national convention.

The Coordinator served as a consultant to the HEW Region 5 Developmental Disabilities Resource Center, located at the Central Colony, Madison, Wis. She was a member of the National Advisory Committee of RETOOL career education, attending the organizational meeting,and participated in discussions on an updating of teacher preparation on career education at the university level.

Results/Conclusions: A Policy Board and an Advisory Committee were established. Liaison was obtained with appropriate professional groups. Quarterly and technical reports were developed and submitted.

Recommendations: A simplified reporting system allowing for more narrative would assist in a more comprehensive view of all the activities.

Area 5: Project Accountability and Administration

GLARRC-Central

Element 5C: Participate in Network Coordination Activities

Introduction: This element consisted of participation in meetings with network units.

Major Activities:

This strategy was funded for GLARRC Central beginning with the 1977 budget year. Two Advisory Committee meetings were held in the first quarter which were attended by all resource center staff in Region 6. In addition, GLARRC Central's Coordinator attended and assisted in the planning of two RRC Training and Communications Committee meetings held in February and April of 1977.

Results/Conclusions:

Plans and directions for effectively completing work were formulated. Plans for two CORRC-sponsored and/or assisted meetings were developed.

SUPPLEMENTAL MATERIALS INDEX

SUPPLEMENTAL MATERIALS INDEX

GLARRC-CENTRAL

Proposals

Title : Proposal To Establish A Regional Resource Center - Region #6 June 1, 1974-January 31, 1975
Author: Dr. John J. Cook
Region: #6

Title : Continuing Proposal for the Great Lakes Area Regional Resource Center, Region #6 February 1, 1975-January 31, 1977
Author: Dr. John J. Cook
Region: #6

Title : Great Lakes Area Regional Resource Center: Direction Service Proposal (1976)
Author: Dr. William Ernst
Region: #6

Title : Continuation Proposal for the Great Lakes Area Regional Resource Center, Region #6 February 1, 1976-January 31, 1977
Author: Dr. William Ernst
Region: #6

Title : Continuation Proposal for the Great Lakes Area Regional Resource Center, Region #6 February 1, 1977-August 31, 1977
Author: Dr. William Ernst
Region: #6

Progress Reports

Title : Great Lakes Area Regional Resource Center: Quarterly Progress Report June 1, 1974-December 31, 1974
Author: Dr. John J. Cook
Region: #6

Title : Great Lakes Area Regional Resource Center: Progress Reprot January, 1975
Author: Dr. John J. Cook
Region: #6

Title : Great Lakes Area Regional Resource Center: Quarterly Progress Report February 1, 1975-April 30, 1975
Author: Dr. William Wenzel
Region: #6

SUPPLEMENTAL MATERIALS INDEX

GLARRC-CENTRAL

Title : Great Lakes Area Regional Resource Center: Progress Report May 1, 1975-July 31, 1975
Author: Dr. William Ernst
Region: #6

Title : Great Lakes Area Regional Resource Center: Progress Report August 1, 1975-October 31, 1975
Author: Dr. William Ernst
Region: #6

Title : Great Lakes Area Regional Resource Center: Progress Report November 1, 1975-January 31, 1976
Author: Dr. William Ernst
Region: #6

Title : Great Lakes Area Regional Resource Center: Quarterly Report for RRC #6, Quarter of February 1, 1976-April 30, 1976
Author: Dr. William Ernst
Region: #6

Title : Great Lakes Area Regional Resource Center: Quarterly Report for RRC #6, May 1, 1976-July 31, 1976
Author: Dr. William Ernst
Region: #6

Title : Great Lakes Area Regional Resource Center: Quarterly Report for RRC #6, Quarter of August 1, 1976-October 31, 1976
Author: Dr. William Ernst
Region: #6

Title : Great Lakes Area Regional Resource Center: Quarterly Report for RRC #6, Quarter of November, December, 1976-January, 1977
Author: Dr. William Ernst
Region: #6

Title : Great Lakes Area Regional Resource Center: Quarterly Report for RRC #6, Quarter of February - May, 1977
Author: Dr. William Ernst
Region: #6

Minutes

Title : Minutes of the GLARRC Meeting of July 18, 1974
Author: Dr. John J. Cook
Region: #6

SUPPLEMENTAL MATERIALS INDEX

GLARRC-CENTRAL

Minutes

Title : Minutes of the GLARRC Meeting of September 19, 1974
Author: Dr. John J. Cook
Region: #6

Title : Minutes of the GLARRC Meeting of October 17, 1974
Author: Dr. John J. Cook
Region: #6

Title : Minutes of the GLARRC Meeting of December 19, 1974
Author: Dr. John J. Cook
Region: #6

Title : Minutes of the GLARRC Meeting of January 15-16, 1975
Author: Dr. John J. Cook
Region: #6

Title : Minutes of the GLARRC Meeting of February 11-12, 1975
Author: Dr. John J. Cook
Region: #6

Title : Minutes of the GLARRC Meeting of March 19-20, 1975
Author: Dr. William Wenzel
Region: #6

Title : Minutes of the GLARRC Meeting of May 21, 22, 1975
Author: Dr. William Wenzel
Region: #6

Title : Minutes of the Special Meeting of GLARRC on June 18, 19, 1975
Author: Dr. William Wenzel
Region: #6

Title : Minutes of the GLARRC Meeting of July 16,17, 1975
Author: Dr. William Ernst
Region: #6

Title : Minutes of the GLARRC Meeting of August 18, 19, 1975
Author: Dr. William Ernst
Region: #6

Title : Minutes of the GLARRC Meeting of September 24, 25, 1975
Author: Dr. William Ernst
Region: #6

SUPPLEMENTAL MATERIALS INDEX

GLARRC-CENTRAL

Minutes

Title : Minutes of the Monthly GLARRC Meeting, January 6-7, 1976
Author: Dr. William Ernst
Region: #6

Title : Minutes of the February 18-19, 1976 GLARRC Advisory Committee Meeting
Author: Dr. William Ernst
Region: #6

Title : Minutes of the March 22, 1976 GLARRC Advisory Committee Meeting
Author: Dr. William Ernst
Region: #6

Title : Minutes of the April 27, 1976 GLARRC Advisory Committee Meeting
Author: Dr. William Ernst
Region: #6

Title : Minutes of the June 29, 1976 GLARRC Advisory Committee Meeting
Author: Dr. William Ernst
Region: #6

Title : Minutes of the August 24, 1976 GLARRC Advisory Committee Meeting
Author: Dr. William Ernst
Region: #6

Title : Minutes of the October 29, 1976 GLARRC Advisory Committee Meeting
Author: Dr. William Ernst
Region: #6

Title : Minutes of the December 8, 1976 GLARRC Advisory Committee Conference Call
Author: Dr. William Ernst
Region: #6

Title : Minutes of the February 18, 1977 GLARRC Advisory Committee Meeting
Author: Dr. William Ernst
Region: #6

SUPPLEMENTAL MATERIALS INDEX

GLARRC-CENTRAL

Minutes

Title : Minutes of the May 26-27, 1976 GLARRC Advisory Committee Meeting
Author: Dr. William Ernst
Region: #6

Title : Minutes of the GLARRC Policy Board Meeting of February 12, 1975
Author: Dr. John J. Cook
Region: #6

Title : Minutes of the GLARRC Policy Board Meeting of February 18, 1976
Author: Dr. William Ernst
Region: #6

Title : Minutes of the GLARRC Policy Board Meeting of May 20, 1976
Author: Dr. William Ernst
Region: #6

Title : Minutes of the GLARRC/GLALRC Meeting With State Directors of Special Education
Author: Dr. William Ernst
Region: #6

Publications

Title : Providing Appraisal and Professional Training Programs To Assist Handicapped Children (1976)
Author: Dr. Betty Ross-Thomson
Region: #6

Information

Title : Film/Tape Review of GLARRC Activities
Author: Dr. William Wenzel
Region: #6

Title : GLARRC-(Information Brochure)
Author: Dr. William Ernst
Region: #6

SUPPLEMENTAL MATERIALS INDEX

GLARRC- CENTRAL

Evaluation Reports

Title : Evaluation Report of "Special Program for Emotionally Disturbed and Multiply Handicapped Children" (Project L.O.V.E.)(June, 1976)
Author: Jenny R. Armstrong, Ph.D.
Region: #6

Title : Evaluation Report of "A Recurrent Assessment Model for Emotionally Disturbed and Multiply Handicapped Children"
Author: Jenny R. Armstrong, Ph.D.
Region: #6

GLARRC- INDIANA

Title : Regional Educational and Clinical Services for Children With Emotional or Behavioral Problems (1976 Brochure)
Author: Indiana Resource Center
Region: #6

GLARRC-MICHIGAN

Title : Assessment of the Physically and Otherwise Health Impaired Student (1976)
Author: Dr. John H. Braccio
Region: #6

Title : Information Necessary for the Placement of Special Education Students (1977)
Author: Dr. Jane Scandary
Region: #6

Title : Alternatives to Litigation: The Necessity for Parent Consultation (May, 1977)
Author: Dr. John H. Braccio
Region: #6

Title : A Model for a Special Education Due Process Hearing (August 1977)
Author: Dr. John H. Braccio
Region: #6

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GLARRC- MICHIGAN

Title : A Model for Special Education Due Process Hearing, (Film Strip Cassette, (1977)
Author: Dr. John H. Braccio
Region: #6

Title : Appraisal and Programming as it Relates to Michigan from P.L. 94-142 (film, 1977)
Author: Mr. Casimier Schesky
Region: #6

GLARRC-MINNESOTA

Title : Local District Planning: Full Services for Students With Special Educational Needs, Workshop Trainers Manual (1976)
Author: Judith Wolf and Richard Weatherman
Region: #6

Title : Narrative Summarizing the Information and Referral Center and the Comprehensive Resource Center Project in Southwestern Minnesota (1976)
Author: Dr. Nancy Sperry
Region: #6

Title : Brochures and stickers publicizing the Information and Referral Center of Southwestern Minnesota (1976-77)
Author: Dr. Nancy Sperry
Region: #6

Title : Computerized catalogue of human service agencies in Minnesota which provide service to handicapped children and their families (1976)
Author: Dr. Nancy Sperry
Region: #6

SUPPLEMENTAL MATERIALS INDEX

GLARRC-MINNESOTA

Title : Information for Parents of Students Who Are Handicapped (1976 and 1977)
Author: Special Education Section of the Minnesota Department of Education Staff
Region: #6

Title : Administrator's Slide Tape (1976)
Author: Special Education Section of the Minnesota Department of Education Staff
Region: #6

Title : Parent Slide Tape (1976)
Author: Special Education Section of the Minnesota Department of Education Staff
Region: #6

Title : Evaluation of Workshop on Implementation of Child Study Systems in School Districts (1976)
Author: Special Education Section of the Minnesota Department of Education
Region: #6

Title : Evaluation of the "Conciliation Conference - Procedures and Strategies" (1977)
Author: Special Education Section of the Minnesota Department of Education
Region: #6

Title : Minnesota Statutes, Rules and Procedures Relating to Conciliation Conferences for Children and Youth Who Are Handicapped (January, 1977)
Author: Minnesota Department of Education
Region: #6

Title : Simulated case conferences used in the Conciliation Conference Workshop held in Minneapolis January 28, 1977
Author: Special Education Section of the Minnesota Department of Education
Region: #6

Title : What A Teacher Needs To Know (1977)
Author: Special Education Section of the Minnesota Department of Education
Region: #6

SUPPLEMENTAL MATERIALS INDEX

GLARRC-MINNESOTA

Title : Minnesota Resource Directory for Preschool Handicapped Children (1977)
Author: Special Education Section of the Minnesota Department of Education
Region: #6

Title : A Handbook for Parents (1977)
Author: Special Education Section of the Minnesota Department of Education
Region: #6

Title : Reaching Out, A Manual to Assist in the Development of a Public Information System Concerning Minnesota's Handicapped Children and Youth (1977)
Author: Special Education Section of Minnesota Department of Education Laws and Regulations (1977)
Region: #6

Title : Special Education Administrative Handbook on State Special Education Laws and Regulations (1977)
Author: Special Education Section of Minnesota Department of Education
Region: #6

GLARRC-WISCONSIN

Title : Evaluation Report of the Wisconsin IEP Workshop (December, 1976)
Author: NASDSE
Region: #6

Title : SWISS Workshop, Evaluation, Mainstreaming, Simulation Conference (January, 1977)
Author: Wisconsin Resource Center staff
Region: #6

Title : Evaluation of Conference on Early Childhood Education (January, 1977)
Author: Wisconsin Resource Center
Region: #6

Title : Individual Education Plan Development Process
Author: Adapted by Wisconsin Resource Center staff from NASDSE manual
Region: #6

Title : Wisconsin Resource Center (Information Brochure)
Author: Victor Contrucci
Region: #6

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GLARRC-WISCONSIN

Title : Implementation Plan and Procedures for Boarding Home Programs (November, 1976)
Author: William Berkan
Region: #6